

Capacity Building Model Strategy for Developing Lecturer Integrity and Competency in Efforts to Fulfill International Standards

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ABSTRACT

This research aims to obtain a lecturer development model to increase the global competitiveness of higher education in the aspects of integrity and competency based on international (global) standards. World Class University (WCU) is used as a reference for ranking, recognition, and assessment of universities on a global scale. In other words, universities are ranked by institutions that have an international reputation. This mixed-method research with two quantitative and qualitative stages targeted 650 UPI lecturers who had doctoral qualifications. Next, a sample of 10% or 65 people from the population was taken. This research uses mixed methods with two quantitative and qualitative stages. The data collection stages were carried out first, Preparation for field studies, Focus Group Discussion (FGD) was carried out to analyze policy issues for developing the integrity and competence of international standard lecturers, Surveys, interviews and filling out questionnaires, documentation studies within the scope of the Indonesian University of Education (UPI) and finally carried out Analysis of Survey Results Data using descriptive statistical techniques and qualitative data classification techniques. The research results show that integrity, competence, and performance are very important components and variables in developing human resources for UPI lecturers to achieve World Class Universities (WCU). The influence between variables, according to SEM, shows that the direct variable integrity on competence is only 0.458, the influence of integrity on performance is 0.446, and the influence of competence on performance is 0.460. or it can be concluded that everything is in a moderate position.

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1. INTRODUCTION

World Competitiveness Ranking in 2021 (64 countries) has progressed Indonesia from 2016 in position 48 out of 64 countries to position 37 in 2021. Meanwhile the development of Indonesia's Human

Capital Index (HCI) in the Asean region is in position 96 (Saepudin et al., 2019; Rosmi & Syamsir, 2020). The top board was achieved by Singapore in first place, Vietnam in 38th position, Brunei in 56th position, Malaysia in 62nd position, Thailand in 63rd position, Philippines in 103rd position, Cambodia in 118th, Myanmar in 120th, Laos in 126th and Timor Leste in 128th out of 173 countries. Indonesia's HCI score is 0.54 it means that every Indonesian child born has a 54% chance to grow if they have full access to education and health (Nangoli et al., 2020 ; Hendri, 2019 ; J. Li & Xue, 2021). The 2020 HCI component includes Survival component: 0.98 (increased from 0.97), quality of education; 395, duration of school time: 7.8 (decrease from 7.9), and health component: 0.72 (decrease from 0.66). (world bank.org/en/publication/human-capital (Cerezo-Narváez et al., 2019; Hidayati et al., 2020).

The period of the Covid-19 pandemic has not reduced education in Indonesia to improve the quality of institutions, especially in higher education institutions by continuing to develop national higher education institutions to achieve extraordinary results. In 2017 the Ministry of Research and Technology of Indonesia identified a shortage of 17,000 professors (Asiyai, 2022; Wahyudin et al., 2021). This shows an illustration of the quality of academic staff to reach the highest functional positions, experiencing degradation in both quantity and quality compared to other countries in the Asean region (Yuan et al., 2022). So the idea emerged that the government would import professors from other countries (Junus et al., 2021; Van Melle et al., 2019). Of course the policy is not a solution to the problems of national universities, because it will cause a lot of excesses (OTA, 2018; Sachs, 2019). While the obstacle faced by lecturers is writing scientific papers or international journals indexed by Scopus (Sotiriadou et al., 2020; MacLeod & Eaton, 2020; Fatemi & Saito, 2020). Therefore, lecturers publishing articles so that they can be published in indexed international journals is a very strategic effort to increase accreditation in accordance with the provisions of the National Higher Education Standards. Similar problems are also experienced by a number of Legal Entity State Universities (PTN BH)/Legal Entity State Universities (PTN BH) in an effort to increase the number of professors because it is not directly proportional to the lecturers' scientific work. (Pagliosa et al., 2019). Another reason is because professors retire and die, so they have difficulty achieving balance (equilibrium) in the number of professors. In 2016, it has received institutional accreditation with an A predicate (Keefe, 2020); (Steinert, 2020). An achievement to be grateful for, however, this achievement is not final because there is still a lot of homework (homework) that still needs to be done, including the management of the academic staff of the lecturers who still need to be improved (Zou et al., 2020; Guo et al., 2022). HR as a standard that has a high value or weight in institutional accreditation (Stoesz et al., 2019; K. Li et al., 2021). Oleh karena sangat penting sekali membangun pemahaman dan kemampuan dosen mengenai manfaat penerbitan artikel, serta membangun kemampuan praktis dalam memanfaatkan sistem informasi yang berkaitan dengan penulisan artikel ilmiah, sehingga artikel memiliki kebaharuan dan berpotensi untuk dimuat pada Jurnal Internasional Terindeks Scopus.

Based on the data, it shows that the number of UPI lecturers is 1,499. Civil servant status as many as 1,148 people and 351 people with non ASN lecturer status. Educational qualifications Masters / masters 56.64% or 849 people and doctoral education 43.36% or as many as 650 people. If, referring to the standard that PTn bh must have 15% of 1,499 or as many as 225 professors. However , there are 130 professors or only 8.7% existing. Based on these data there is a gap of 95 lecturers who must immediately meet professors.

Universitas Pendidikan Indonesia (UPI) places corporate tertiary institutions also trying to become world-class universities or world-class. To achieve WCU, it must have the following characteristics: (1) Abundant resources, (2) Concentration of talent, (3) favorable governance (Hermawan KD, 2020). quality measures include : (1) International Accreditation (ABET, AACSB, ASIN, JABEE, Royal Sociey, AUN QA, etc. (2) International Standards (ISO), (3) World Rankings (ARWU, THES, QS, etc.) (4) World Ratings (QS etc.), (5) Metrics (Webometric, Green Metric, etc.), etc. For AQAS, UPI in 2021 has won excellent accreditation for a number of faculty clusters and study programs, FPEB, FPMIPA, FPOK , FPIPS. However, in 2022, the process will still continue for FIP for Adpen clusters and Education technology.

In the socialization of the 2022 ranking and program conducted by the World Class University Universitas Pendidikan Indonesia team, Prof. Vina Adriani, Ph.D. explained that there are many strategic programs for WCU. Quality of teaching, reset and community service, and QS ranking are more objective. 50% not only from academic reputation. Socializing the graduation ceremony. Unknown 50 % 30 % submission, Scopus 20%. UMM Yogya has 1,600 foreign students who are accepted by 40-50 foreign students. Assertive program program, provide student fees. UPI international academic staff is still lacking. For example visiting professors , external examiners for masters and doctors. The ideal ratio of student lecturers is 1: 15. Indicators are the same. The difference between Asia and Asean. Academic reputation is higher for ASEAN, Asia, and the world scale (Wlamyr et al., 2022). Times Higher Education, from Elsevier. Performance data, reputation, webometrics. QS and THE are too western oriented. China, with the existence of Shanghai ARWU , has received a 10% Nobel Prize for ARWU. Indonesia can make rankings as long as universities in Indonesia is ready to be consistent. The third UPI Architecture Study Program, World University Ranking (WUR) version. (edu seconds). UI, ITB, UPI, Binus

World WUR 1,000-1,200, UI 800. UPI is stable, but other universities are moving forward. UPI Asia is ranked 542, with a score of 8.9/100. Other PTs are more focused. Academic reputation UPI 10 should have the highest score of 50. Employer reputation is also not well known by users. The decline from 2019-2020 is related to writing. According to Bu Yusi, the strategy with HI is the upi.edu email network. competition certificate. The cellphone number can't be changed. For Institutional recognition. 12,000 alumni with superiors and 400 superiors who return related to employment (Graham et al., 2022). Improve the Institute's website with bilingual professional certificate. 12 m 7.6 supporting programs, iku. 4 by WCU. Development of 500 toefl free for students. As stated in da; am www.wcu.upi.eduprogram. Based on these problems, the focus of the study in this study is as follows:

1. How do we identify the integrity, competence, and performance of lecturers at the Indonesian University of Education in building WCU?
2. How do we identify a measurement model for the integrity, competence, and performance of lecturers from Indonesian University of Education in building WCU?
3. What is the structural model of the three variables to see the correlation between constructs, path coefficients, determination coefficients and effect sizes to measure these three variables?.

Writing scientific publications is one tool that helps people from different fields work together and share ideas (Jasiyah et al., 2023). This leads to a better knowledge of complicated and multi-complex problems. This is crucial since the reputation of both professors and universities depends on the quantity and quality of scientific publications they publish in journals. But many university professors still don't know how to write journal papers or how to have them published (Asmanang et al., 2018). The goal of the training programme and the mentorship of instructors is to help researchers overcome any challenges they may face, particularly in a scholarly setting, and to satisfy their natural curiosity. Faculty members (Wahyuli, Sari, & Haryani, 2022). Hence, this study differs from others in that it aims to build competitive human capital according to World University Rankings (WUR) standards by devising strategies for lecturers to implement the Capacity Building Model (CBM), particularly at the Indonesian University of Education.

2. METHODS

The research method used descriptive with a mix of qualitative and quantitative methods. The qualitative aspect examines in depth and detail the whole phenomenon that occurs in a naturalistic manner. The quantitative aspect means that a number of formulas that have been arranged mathematically are used to process quantitative data. This quantitative data is then studied in depth given meaning and discussed so as to produce meaningful findings and conclusions both from a practical and scientific standpoint (Siregar, 2021). This combination of qualitative and quantitative methods is very appropriate for research on education. Collecting data were done by using a survey method, with the object of study at Institution of Incorporated Legal Entity. The population of this study were all UPI lecturers who have doctoral qualifications, totaling 650 people. Furthermore, from this population, 10%

or 65 people are taken as a sample. The technique used was purposive random sampling (Tight, 2021). The target audience is UPI lecturers who have doctoral qualifications, totaling 650 people. Next, 10% or 65 people were sampled from this population. Secondary data sources in this research are related officials starting from the study program leaders at SPS UPI and study program lecturers. The incoming data was analyzed using descriptive statistical techniques and qualitative data classification techniques. Conduct gap analysis and SWOT analysis. This allows us to use quantitative and qualitative data simultaneously. Second, it allows us to obtain further data beyond the additional insights of quantitative and qualitative data

Referring to the opinion above in the order of using research methods above, Creswell (Sugiono, 2011) states more comprehensively "Sequential exploratory strategy in mixed methods research involves a first phase of qualitative data collection and analysis followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase". In the initial stage, this research method used qualitative methods and in the next stage it used quantitative methods. The emphasis of the method is more on the first method, namely the qualitative method and is then complemented by the quantitative method. Mixing data from both methods is connecting (connecting) between the results of the first research and the next stage. Based on this description, the research design that the author will use is as follows;

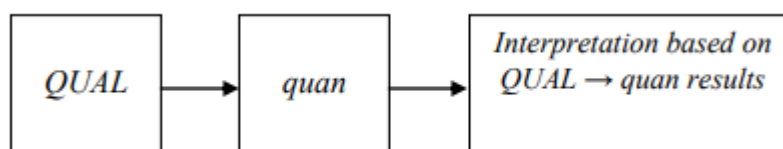


Figure 1. Desain Tipe Exploratory, (Creswel)

3. FINDINGS AND DISCUSSION

3.1 Research Findings

3.1.1 Description of Integrity (X)

Integrity in this study is an exogenous variable that can be examined through 3 (three) dimensions, namely Self Preparedness (X1) with 10 items, Attention (X2) with 10 items, and Self Improvisation (X3) also with 10 items. The average score (weighted mean score), standard deviation, percentage of achievement, and categories can be described in Table 1.

Table 1. Description of each variable.

No	variable	Category
1	Lecturer Integrity	Very high
2	competence	Tall
3	Performance	Tall

Based on information from Table 1 regarding the description of the integrity of UPI lecturers, it can be stated that in general the integrity of these lecturers is in the very high category (with an average of 4,502 or 90.0% of 5,000). Based on the recapitulation results, it can be seen that all dimensions are also included in the very high category. This shows that the three variables are strong in turning UPI into WCU.

3.1.2 Competency Description (Y)

Competence in this study is an endogenous variable as well as a mediation that can be examined through 2 (two) dimensions, namely HR Facilitation (Y1) which consists of 13 items and Institutional Appreciation (Y2) which consists of 17 items. The average score (weighted mean score), standard deviation, percentage of achievement, and categories for this variable (along with its dimensions and indicators) can be described in Table 2.

Table 2. Competency Description (Y)

Recapitulation				
HR Facilitation (Y1)	3,867	1.085	77,3	Tall
Institutional Appreciation (Y2)	3,549	1.021	71.0	Tall
COMPETERNCY (Y)	3,687	1.135	73,7	Tall

Referring to Table 2 regarding the description of the competence of UPI lecturers, it can be stated here that in general the competence of these lecturers is in the high category (with an average achievement of 3,687 or 73.7% of 5,000). Based on the recapitulation results, it can be seen that the two dimensions are also included in the high category, but the achievements for each indicator are relatively diverse. This condition indicates that.

3.1.3 Performance Description (Z)

Performance in this study is an endogenous variable that can be examined through 4 (four) dimensions, namely Education (Z1), Research (Z2), Service (Z3), and Support (Z4). Each dimension has ten indicators each, so in total, there are 40 indicators in this variable. Achievement of the average value (weighted mean score), standard deviation, percentage of achievement, and categories for this variable (along with its dimensions and indicators) can be described in Table 3.

Table 3. Performance Description (Z)

Recapitulation				
Education (Z1)	4,154	0.846	83,1	Very high
Research (Z2)	3,528	1.168	70,6	Tall
Devotion (Z3)	3,323	1.174	66.5	Tall
Support (Z4)	3,242	1.174	64,8	Tall
PERFORMANCE (Z)	3,567	1,170	71.3	Tall

Based on Table 3, information was obtained that the performance of UPI lecturers was included in the high category (with an average achievement of 3,567 or 71.3% of 5,000). This achievement is supported by the achievements of the education dimension which is included in the very high category, as well as the research, service and support dimensions which are included in the high category. These conditions indicate that.

3.1.4 Description of Working Period (W)

Length of Service in this model acts as a moderating variable for the relationship X, Y, and Z.

Table 4. Description of Working Period (W)

Length of working	Integrity	competence	Performance
≤ 18 years old	135.3	110.0	145,1
> 18 years	134.8	111.2	140.3

The average achievement for integrity and performance for lecturers with length of service ≤ 18 years is slightly higher than for lecturers with a length of service > 18 years. However, the competence of lecturers with length of service > 18 tends to be higher than lecturers with length of service ≤ 18 years. This condition indicates that length of work has an effect on achievement to reach professorship and WCU.

3.1.5 Verification Findings

The results of the verification findings describe the PLS-SEM calculation results through a measurement model and a structural model. After that, the results of calculating mediation and

moderating effects using Hayes' model are also described. This verification finding is basically carried out to test the proposed hypothesis.

3.1.6 Measurement Models

The SEM-PLS analysis process usually begins with the measurement model analysis as the initial stage in this research. This measurement model is related to the analysis of the relationship between a variable construct studied with each dimension according to the proposed model. In the analysis of the measurement model, composite reliability (CR) and Cronbach's alpha (CA) can be used to measure construct reliability, while Average Variance Extracted (AVE) measurement can be used to measure convergent reliability (Hewett et al., 2022). Furthermore, testing the discriminant validity or discriminant validity can be done through the Fornell-Larcker criteria or the heterotrait-monotrait (HTMT) criteria. Lastly and most importantly is the measurement of the size of the factor that reflects the variable or dimension, namely by measuring indicators by factor loadings (D. Neubauer et al., 2019). This measurement is used to see whether a dimension has the ability to reflect each construct in a valid and reliable manner. Order measurement model for the latent variables Integrity (X), Competency (Y), and Performance (Z), with each dimension can be presented in Table 5.

Table 5. Integrity, Competency, and Performance Measurement Model.

Construct	Dimensions	Loadings	CR	ca	AVE
Integrity	Self Readiness	0.918	0.952	0.925	0.869
	Attention	0.952			
	Self Improvisation	0.925			
competence	HR Facilitation	0.948	0.927	0.845	0.864
	Institutional	0.910			
	Appreciation				
Performance	Education	0.885	0.959	0.942	0.853
	Study	0.962			
	devotion	0.958			
	Support	0.887			

Referring to the information from Table 5, it is shown that the value of the outer loadings for each dimension in each of these constructs is greater than 0.7 so that it can be stated that each dimension is able to reflect its respective constructs validly. CR and CA values greater than 0.7 and AVE values greater than 0.5 indicate that all indicators and dimensions in this construct have good construct reliability and convergent reliability so that the model can be said to be reliable.

Discriminant validity or discriminant validity for each dimension in each construct can be seen through the correlation value between the constructs. In this case, the square root value of AVE turns out to be higher than the value of each correlation (Gillooly et al., 2021). Thus, the discriminant validity of all constructs can prove that the constructs examined in this model already have certain characteristic differences in each of their concepts.

Table 6. Discriminant Validity

Construct	X	Y	Z
X	0.932		
Y	0.458	0.929	
Z	0.469	0.446	0.924

Judging from the loading value of each dimension, the Attention dimension to the Integrity variable with a value of 0.952 can be the dimension that has the greatest influence in shaping the Lecturer Integrity construct. Next, the dimension of HR Facilities can be the dimension that best reflects

the competency construct (Han et al., 2020). The most prominent dimensions in constructing lecturer performance constructs are the Research dimension and the Service dimension (Peiffer et al., 2020).

3.1.7 Structural Models

Based on the results of calculations with SEM-PLS, the structural model proposed in this study can be presented in Figure 1.

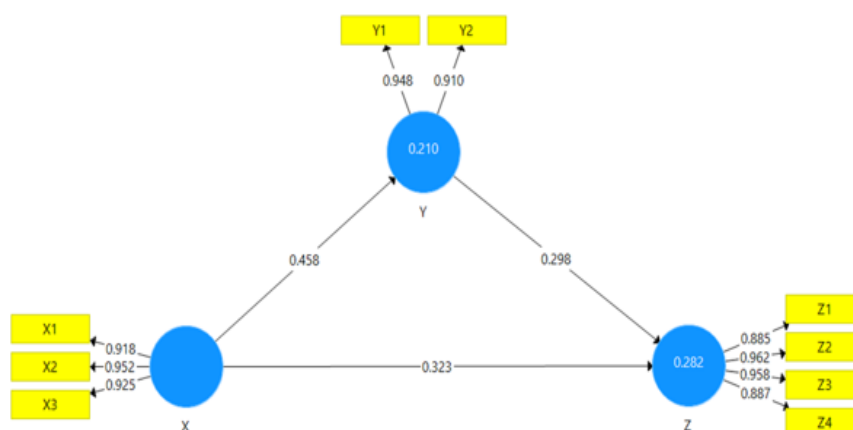


Figure 2. Structural Models

This structural model can be used to estimate the relationship between one construct and one or several other constructs in a model studied. The determination of the structural model is generally related to several calculations, namely: the correlation matrix between constructs, the path coefficient (including path equations and indirect effects), the coefficient of determination (R^2), and the effect size with f^2 based on Cohen's criteria.

First of all, the correlation matrix between constructs is able to see the magnitude of the correlation coefficient of each construct of the exogenous and endogenous latent variables studied, namely Integrity (X), Competence (Y), and Performance (Z). This correlation coefficient shows the closeness of the relationship between one construct and another (Romani-Dias, Carneiro, & Barbosa, 2019). The correlation matrix between these constructs can be seen in Table 7.

Table 7. Inter-construct Correlation Matrix

Construct	X	Y	Z
X	1,000	0.458	0.460
Y	0.459	1,000	0.446
Z	0.460	0.446	1,000

Referring to the Table regarding the correlation matrix between constructs, it can be seen the relationship pattern of one construct with another construct. The correlation coefficient that has the closest relationship is between Integrity and Performance (0.460), followed by the relationship between Integrity and Competence (0.459), and finally, the relationship between Competency and Performance (0.446).

Next, the PLS-SEM calculation can be seen from the magnitude of the path coefficient, the path equation, and the indirect effect and the coefficient of determination. In summary, the overall model can be divided into two sub-models (de Wit & Altbach, 2021). This first-order structural model produces the following two equations.

$$Y = 0.458 X, \text{ with } R^2 = 0.210$$

Equation (1)

$$Z = 0.323 X + 0.298 Y, \text{ with } R^2 = 0.282$$

Equation (2)

Referring to Equation (1), it is known that the path coefficient from integrity to competence is 0.458. The R^2 value of 0.210 means that 21.0% of the proportion of competency variance can be explained by integrity, and the remaining 79.0% can be explained by other factors not included in the model.

Equation (2) reveals that the path coefficient from integrity to performance is 0.323 and the path coefficient from competence is 0.282. Overall, the influence of both or the coefficient of determination is 0.282 which means that 28.2% of the proportion of this performance variance can be explained by integrity and competency. The remaining 72.8% can be explained by other factors not included in this model. Overall, the magnitude of the direct and indirect effects of each of these sub-models, as well as the magnitude of f^2 (effect size) and its interpretation can be seen in Table 8.

Table 8. Direct Influence, Indirect, and Effect Size

Track	DE	IE	TE	f^2	int.
$X \rightarrow Y$	0.458		0.458	0.266	Moderate
$X \rightarrow Z$	0.323	0.137	0.460	0.115	small
$Y \rightarrow Z$	0.298		0.298	0.098	small

Information:

DE = Direct Effect,

IE = Indirect Effect,

TE = Total Effect,

f^2 = Cohen's f^2 ,

Int. = Interpretation

Model $X \rightarrow Y$ is a direct effect so that the direct effect is equal to the total effect. The f^2 value is 0.266 which is *moderate*. The f^2 value for $X \rightarrow Z$ is *small* (f^2 value = 0.115) and for $Y \rightarrow Z$ it is also *small* (0.098). The indirect effect of $X \rightarrow Z$ through Y is 0.137, which also indicates a mediating effect of Y in the relationship between X and Z.

3.2 Moderation Effect

The moderating effect in this study tested the inclusion of the moderator variable in the model. An excerpt from Hayes' PROCESS Procedure for the moderated-moderation conditional effect model can be presented as follows. Based on the information from the outcome, it can be stated here that :

1. By including the length of service moderating variable (exp) in the $X \rightarrow Y$ model, the coefficient value is 0.100 with t-stat = 0.547 ($p > 0.5$) which indicates that the effect is not significant. This shows that length of work does not moderate the effect of $X \rightarrow Y$. In other words, there is no significant difference between lecturers with length of service ≤ 18 years and > 18 years in relation to $X \rightarrow Y$.
2. By including the length of service moderating variable (exp), in the $X \rightarrow Y \rightarrow Z$ model, the coefficient value is -5.184 with t-stat = -0.727 ($p > 0.5$) which indicates that the effect is not significant. This shows that length of work also does not moderate the effect of $X \rightarrow Z$ and $Y \rightarrow Z$. In other words, there is no significant difference between lecturers with length of service ≤ 18 years and > 18 years in relation to $X \rightarrow Z$ and $Y \rightarrow Z$.
3. The conditional direct effect of $X \rightarrow Y$, $X \rightarrow Z$, and $Y \rightarrow Z$ shows that there is at least a slight difference (although not significant) between those with a length of work of ≤ 18 years and those of more than 18 years, namely lecturers with a length of service of > 18 years tend to have integrity and higher competency compared to those with a length of service of ≤ 18 years in influencing their performance.

4. CONCLUSION

Integrity has a modest direct and indirect effect on competence. University executives must find ways to increase professor competency and the low association between competence and performance. However, how can instructors be encouraged to increase university performance and WCU ranking? No substantial influence of tenure on competence and performance. Longer employment or seniority lowers integrity. This suggests institutions should offer research, service, and support incentive programmes. The university's latest strategy was to give MBKM instructors more freedom to be active outside the university, when before it was less populist. UPI ranks 13th WUR in performance achievement, and the University's efforts in the form of numerous KPIs (University Performance Index) are visible in the short budget, which limits WCU's successes. The strategic direction for growing UPI does not focus on excellence in producing superior educators as UPI's core business and a culture of excellence that is instilled in every postgraduate lecturer's attitude, competence, and integrity in constructing a PT Class world. UPI executives must examine and revise policies based on research and studies to develop a world-class UPI. Building UPI to PT Krlas in the world is a big job that requires strong support from every component of PT, especially lecturers' integrity and competence as academic leadership, top university leadership and government policy support in actual PT autonomy and academic infrastructure, and a decent budget to realise a world-class PT. In response to Industrial Revolution 4.0, global demands remain. Every lecturer must improve their qualifications and competence in using and applying digital technology (digital learning, digital research, digital business, and digital education) to help students innovate and create in the learning process. Financial and finance reform at the institution is needed to enhance faculty digital technology skills. Cost assistance for information system creation, including software, hardware, bandwidth, and maintenance.

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