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Development of Lecturer Performance Assessment Instruments through The Plomp Model in Higher Education

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ABSTRACT

According to the Plomp development model, the purpose of this study is to examine the process of developing performance appraisal instruments and performance descriptions by referring to the lecturers of the Mathematics Tadris Study Program IAIN Palopo and analyzing their responses. This type of investigation makes use of research and development (Research and Development). Four phases follow it in the Plomp development model: the first phase, which is investigation-based; then there is the design phase; then there is the realization phase; then there are the test and evaluation phases, and finally there is a revision phase. The results showed that the percentage of lecturers' performance by category, namely 14.28% was in the very high category, 57% was in the high category, 28.72% was in a low category, and 0% was in the deficient category. This shows that maximum efforts are needed to improve the performance of lecturers so that they are even more optimal in the implementation of the tri dharma of higher education in the Mathematics Tadris Study Program IAIN Palopo. This study implies the importance of understanding the performance appraisal mechanism for each lecturer, so that it can be used as a basis for improvement and career development.

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1. INTRODUCTION

In carrying out the tri dharma as a mandate from the law, universities can implement it well if the related components support each other and synergize to achieve the desired target (Munif, 2018). In this case, lecturers, students, staff or education personnel, infrastructure, and other components must work hand in hand to carry out the tri dharma of higher education as a form of obligation for intellectual people in higher education (Baharun, 2019; Asiya et al., 2021; Septantiningtyas et al., 2020).

When it comes to achieving higher education goals, lecturers play an essential role in fostering and guiding students to develop the necessary competencies (Haekal et al., 2021). They also play a critical role in producing superior graduates capable of competing in today's society (Lodesso et al., 2019; Dinh et al., 2021; Dakir et al., 2021). Lecturers must have good competencies and abilities, which have implications for improving their performance to achieve the desired target (Muali et al., 2019; Sameena, 2020; Yusaini & Utama, 2020).

In carrying out his functions, roles, and positions, a lecturer must have competence and professionalism in carrying out his duties and obligations (Asim & Kumar, 2018; Papanthymou & Darra, 2018). At least, there are three elements or tri dharma of higher education that must be carried out in the professional duties of lecturers, namely education and teaching, research, and community service (Purnomo, 2021; Syahril et al., 2021).

Sharko (2015) said that educators' knowledge, the readiness of teaching materials, and learning management affect students' learning achievement. Another obligation of lecturers is to carry out research and community service, so performance in carrying out their duties in this field also needs to be evaluated (Rahman, 2020; Musliadi et al., 2021). The government requires that lecturers conduct research and publish scientific works to maintain their positions. According to the Minister of State Apparatus Control and Bureaucratic Reform's Regulation No. 17 of 2013 concerning Lecturer Functional Positions and Credit Scores, lecturers who wish to obtain the academic position of Expert Assistant or promotion from Expert Assistant to the Lecturer or from the Head Lecturer must have scientific publications on their respective fields of expertise.

Furthermore, other main tasks and functions that lecturers must carry out as operational staff in universities are community service (France-Harris et al., 2019; Ratnawati et al., 2021)). Community service is also essential and a priority, as are educational and research activities. The performance of lecturers must be evaluated as an embodiment of the roles and responsibilities of higher education institutions to participate actively in the nation's intellectual life, as well as to implement and disseminate to the general public various research findings and studies carried out by universities, among other things (Baharun, 2016; Dedik, 2019; Drastiawati, Susila, & Sutjahjo, 2020). According to research conducted by Drastiawati et al., (2020) lecturers showed high interest in research activities and community service.

After going over the relevant legislation, it is clear that the performance of lecturers is the most critical factor in maintaining the overall quality of education provided to students in the United States. Therefore, it is necessary to develop an instrument for evaluating the performance of lecturers to improve the quality of lecturers as well as the quality of higher education administration to improve the quality of higher education administration (Syifani, 2020; Silviani et al., 2021). Nurhaifa et al., (2020) said in their research that measuring the performance of an organization is very important in evaluating and planning programs for the future (Raupu et al., 2021; Astuti et al., 2020).

Asri (2018) said that the performance of lecturers was quite influential on the graduation rate of students. According to Suherman et al., (2018) and Jalaluddin et al., (2021), personality and dedication, professional development, inter-relations and communication, teaching ability, discipline, welfare, work climate, and relationships with the higher education academic community are all factors that influence lecturer performance, as is the impact of these factors on the overall quality of higher education educational services.

Mesran et al., (2019), in his research, say that performance assessment in an organization aims to improve the performance of the employees in it. Therefore, a sound system is needed in assessing employee performance. Aldo et al., (2019) said that the assessment of lecturer performance could be done using the Multi-Attribute Utility Theory (MAUT) method to provide information and decide about data on lecturers' good and bad performance. Choosing the Extreme Programming Method as a system development method, according to Ricoida et al., (2019), can shorten the development time because this method has determined the priority scale for working on system features and working according to the agreed time.

The study program is the spearhead of a university; if the quality of all study programs is good, the quality of the higher education will also be good. One of the determining factors for the quality of the study program is the lecturer's performance. Therefore, each study program must be able to measure the quality performance of lecturers. Every semester the Mathematics Tadris Study Program of IAIN Palopo conducts a student satisfaction survey. The survey contains indicators for assessing the performance of lecturers in the field of teaching. The student satisfaction index for the even semester of the 2020/2021 academic year is 3.37 in the outstanding category.

In 2021 the Tadris Mathematics study program extends its accreditation; data related to lecturer performance is needed for completeness of the file. The obstacle faced is that it takes a long time to find data about lecturer performance, such as research results and community service. Therefore, an assessment instrument is needed that measures the performance of lecturers and can also track evidence of the version that has been done.

It is necessary to develop an instrument for evaluating the performance of lecturers in light of the preceding considerations. It will be easier to find data in the future when a study program wants to be accredited because it will have information about lecturers' performance to help them improve professionally, but it will also have information about the performance of students. The focus of this research is how to develop performance appraisal instruments and performance descriptions by referring to the lecturers of the Mathematics Tadris Study Program IAIN Palopo by referring to the Plomp development model?

2. METHODS

This research is part of a research and development (R&D) project to produce and test its quality. The lecturer performance assessment instrument is the type of product that will be developed in this project. The subjects in this study were two experts as validators for the product, 20 students, and seven lecturers of the Mathematics Study Program IAIN Palopo. Product trials to assess the performance of even semester 2020/2021 lecturers.

Using the Plomp development model as a guide, the following research and development procedures are followed: initial investigation; design phase; realization phase, test stage, evaluation stage; and revision stage. The data collection techniques that were employed were as follows: provide instrument validation sheets to obtain valid data based on suggestions and input by Experts, collect data on the results of filling out questionnaires for teaching performance assessment instruments by students on a scale of 1-4, and closed questions for research and community service lecturer performance assessment instruments by lecturers, and collect the results of the practicality of the questionnaire using the developed instrument to determine the suitability of the product. The questionnaire results will be used as input and improvement of the instruments that have been tested.

The qualitative data from the instrument development results were analyzed as follows:

1. Self-evaluation, data analysis technique by analyzing the lecturer's performance assessment instrument's initial results in prototype I. The analysis was carried out to determine the suitability of the data information needed to improve the quality of the Study Program.
2. Expert review, a descriptive analysis technique to revise the questions based on the validator's notes. Based on this as the basis for changing the questions so that they are obtained qualitatively valid.
3. Small group document analysis to determine the practicality of the instruments that have been made on prototype II based on comments, student and lecturer answers, and findings while working on the device.
4. Field Research, analysis of the lecturer's performance assessment results, the data is analyzed to determine the final score to be used as the basis for converting and selecting the category of

lecturer's performance. The data obtained was done by data modeling or data deviation by compiling types and weights of assessment with a Liker scale ranging from 1-4.

Table 1. Category of Lecturer Performance Data Modeling in Teaching Sector

Score	Performance Category
$\boldsymbol{X \geq X^{-} + \sigma}$	Very high
$\boldsymbol{X^{-} + \sigma > X \geq X^{-}}$	High
$\boldsymbol{X^{-} > X \geq X^{-} — \sigma}$	Low
$\boldsymbol{X < X^{-} — \sigma}$	Very low

Information:
X : Final score
X^{-} : Final score average
σ : Standard deviation

Table 2. Categories of Lecturer Performance Data Modeling in the Field of Research and Community Service

Qualification	Category
4	Very high
3	High
2	Low
1	Very low

After modeling the data, the data is analyzed for data normalization using the formula:

$$r_{ij} = \frac{X_{ij}}{Max_i X_{ij}}$$

Information:
r_{ij} : Normalized performance rating
X_{ij} : Data in row *i* and column *j*
Max_i = Data with maximum value in row *i* and column *j*

The categorization of lecturer performance is provided in the following table:

Table 3. Categorization of Lecturer Performance

Score	Performance Category
$\boldsymbol{X \geq X^{-} + \sigma}$	Very high
$\boldsymbol{X^{-} + \sigma > X \geq X^{-}}$	High
$\boldsymbol{X^{-} > X \geq X^{-} - \sigma}$	Low
$\boldsymbol{X < X — \sigma}$	Very low

Information:
X : Final score
X^- : Final score average
σ : Standard deviation

3. FINDINGS AND DISCUSSION

The development procedure in this study refers to the Plomp development model, while the results of data analysis that have been obtained are as follows:

Figure 1. Plomp development model (Plomp, 1997)

1. Initial Investigation Phase
   a. Need Analysis of Lecturer Performance Assessment Instruments in Study Programs

      Based on the findings of the observations and interviews conducted, it was determined that the need for lecturer performance assessment as a measuring tool for the quality of a study program was present and that it should be implemented. Every semester, the tadris mathematics study program at IAIN Palopo conducts a survey to determine student satisfaction with lecturers' performance and services. The results of the study will be used for accreditation purposes. A performance assessment instrument for lecturers in teaching, research, and community service is required as a result of this.

   b. Develop, Review and Improve the Grid of Lecturer Performance Assessment Instruments

      Before preparing the instrument for assessing the lecturer's performance, first, determine the device's grid, then review it to match the suitability with the aspects to be evaluated and then perfect it.

   c. Preparing Items for Lecturer Performance Assessment Instruments

      The compiler of the questions of the lecturer's performance assessment instrument is based on the grid. The result is 51 instruments for evaluating lecturers' performance in the teaching field, 18 research instruments items, and seven tools for community service activities. Students assess the performance of lecturers in the classroom, whereas lecturers evaluate their performance in the areas of research and service to the community.

2. Design Phase

   At this stage, the results of the initial analysis stage are compiled in a Lecturer performance assessment instrument sheet. The parts of the instrument sheet for assessing the performance of lecturers in the teaching field are the title, instructions for using the instrument, student identity, the name of the lecturer being assessed, question items, and the assessment of each item on a scale of 1-4. Meanwhile, the instruments in research and community service consist of titles, instructions for use, lecturers' identities, and closed-ended questions.

   By the results of the FGD (Focus Group Discussion), it is recommended that the research assessment instrument add aspects of publication that involve students and add a link column

for articles that have been published both in the field of research and in the area of community service.

3. Realization Phase

The results of the instrument design for assessing the performance of lecturers are presented in the form of an instrument sheet and a google form called the prototype instrument draft I. Three competent validators carry out the content validity. The results of the validation, as well as suggestions and notes from the validator, are used as input for revising the instrument prototype I, which is currently under development. The validator evaluates the three validation sheets and the three designed instruments during this stage of the validation process. The approaches of Content Validity Ratio (CVR) and Content Validity Index (CVI) were used to develop the instrument validation process.

Table 4. Recapitulation of the Content Validity Analysis of the VCR and CVI Instruments

Instrument Type	Number of Questions			Total CVR	CVI	Information
	CVR Value 1	**CVR Value 0,66**	**CVR Value 0,33**			
Teaching	43	4	4	46,96	0,92	Valid
Study	14	1	3	15,64	0,87	Valid
Community service	7	-	-	7	1	Valid

In table 4, information can be obtained that there are four questions on the performance assessment instrument for teaching lecturers that do not support content validity, three questions on lecturer performance instruments in the field of research that do not help content validity. Furthermore, these items are revised by the validator's recommendations. The revision results were carried out with content validity to ensure maximum content validity, resulting in CVR and CVI values ranging from 0.66-1.

Table 5. Correction Results and Validator Suggestions

Validator	Suggestions	
	Validation Sheet	**Lecturer Performance Assessment Instrument**
I	1. Add instructions for filling out the validation sheet 2. The use of straightforward language should also be considered in the Language aspect.	1. Customize current learning online/offline. 2. Correct the sentence according to EYD 3. Review the questions in no. 41, and 44 4. Add scoring score
II	Add notes of rating scale description	1. Use easy-to-understand language 2. Add affixes that contain the meaning of the verb 3. Add continuous questions to find more information, see notes 4. Add instrument grid

		5. Review item 44 of the teaching instrument and item 1, 2 of the research field
III	Add instrument suitability statement with grid	Review item 33 of the instrument in the field of teaching and item 4 in the field of research

4. Test, Evaluation, and Revision Phase

The activities at this stage are conducting trial I and trial II. The purpose of practice I was to obtain data on the instrument's construct validity and reliability, while trial II was to get data on lecturer performance.

a. Trial I

The revised instrument was then tested for Lecturer performance assessment by 20 students via Google Form while two lecturers filled out the instrument sheet. Product Moment Correlation and Cronbach Alpha formulas were used to test the construct validity and reliability of the lecturer's performance assessment instrument, respectively. The data collected was used to test the construct validity and reliability of the lecturer's performance assessment instrument.

Table 6. Results of the Recapitulation of Instrument Validity Testing

Instrument Type	Validity Criteria	Number of Questions
Teaching	Very high	9
	High	18
	Enough	16
	Low	5
	Very low	3
Research	Very high	3
	High	6
	Enough	3
	Low	4
	Very low	2
Community Service	Very high	2
	High	2
	Enough	3

	Low	0
	Very low	0

Based on table 4, information is obtained from the 51 questions of the teaching performance assessment instrument, 48 items meet the construct validity, the research area from 18 to 16 items that meet the construct validity, and the community service field seven things meet the construct validity.

Table 7. Instrument Reliability Test Results

Instrument Type	Alpha	Information
Teaching	0,759	High Reliability
Research	0, 832	Very High Reliability
Community Service	0,887	Very High Reliability

Reliability testing shows that from the question items, the lecturer's performance instrument as a whole meets the reliable criteria.

b. Trial II

This study's participants included 56 third-semester students and seven lecturers who were tested on the prototype after being revised and validated by the construct validity test instrument. It was decided to divide the instrument and practicality questionnaire into sheets and a Google Form to carry out the trial. There are 56 students and four lecturers doing the assessment using Google Form and three students and three lecturers using the instrument sheet. The purpose of this trial is to obtain data on lecturers' performance and the instrument's practicality

Table 8. Recapitulation of Modeling and Normalization of Lecturer Performance Data

Subject	Data Modeling			Data Normalization			Final score
	Teaching	**Reseach**	**Community service**	**Teaching**	**Reseach**	**Community service**	
1	3.30	4	3	0.97	1.00	0.75	0.91
2	3.15	2	4	0.92	0.50	1.00	0.81
3	3.30	3	3	0.97	0.75	0.75	0.82
4	3.24	3	2	0.95	0.75	0.50	0.73
5	3.41	2	2	1.00	0.75	0.50	0.75
6	3.34	4	2	0.98	1.00	0.50	0.83

7	3.32	2	4	0.97	0.50	1.00	0.82
			Average (X^-)				0.81
			Standard Deviation (σ)				0.06

Table 8 shows that the average lecturer performance is 0.81 with a standard deviation of 0.06. will then be converted to determine the category of lecturer performance based on the following table:

Table 9. Lecturer Performance Category

Score	Performance Category	Percentage
$\boldsymbol{X > 0,87}$	Very high	14.28 %
$\boldsymbol{0.81 < X \leq 0.87}$	High	57 %
$\boldsymbol{0.75 < X \leq 0.81}$	Low	28.72 %
$\boldsymbol{X < 0.75}$	Very low	0 %

The percentage of lecturers' performance by category is 14.28% in the very high, 57% in the high sort, 28.72% in the low class, and 0% in the deficient category. Furthermore, the calculation of the practicality test of the instrument was developed based on the results of filling out the practicality questionnaire.

Table 10. Instrumental Practicality Test Results

Assessment Aspect	Score	Criteria
Convenience	3.90	Very Practical
Language	3.60	Very Practical
Benefit	3.40	Very Practical
Clarity	3.50	Very Practical
Average	**3.60**	Very Practical

In table 12, the average practicality test for the convenience aspect is 3.90; the language aspect is 3.60, the benefit aspect is 3.40, the clarity aspect is 3.50, all categorized as very practical. The average practicality test is 3.60 with a convenient category.

The findings of this study support Amida & Kristiana (2019),who claim that using the TOPSIS (Technique for Order Preference by Similarity to Ideal Solution) method, job appraisal can be used to develop a support system for making employee performance appraisal decisions. Organizations can use the TOPSIS method to rank employee candidates to obtain later the competency weight value

with the highest probability of filling the best employee predicate from employee performance appraisals.

In a similar vein, Nasution (2019) claims that you can use a decision support system application that employs the Simple Multi-Attribute Rating Technology (SMART) method to improve the effectiveness of employee performance evaluations. This method is more widely used because it is more straightforward in responding to the needs of decision-makers and because it analyzes the response for each value assigned by an organization to each employee by predetermined criteria, making it more appealing to decision-makers. The SMART method improves the efficiency of the performance appraisal process, particularly at the final stage of selection, allowing for more timely dissemination of information about the election results after the election.

The employee performance appraisal system is used to assess its employees' best performance (Imhangbe et al., 2019; Lafuente & Szerb, 2021). Organizations perform best performance appraisals on employees to evaluate, motivate, verify and improve their performance (Leonnard, 2018; Agrawal, 2019; Marsen et al., 2021). According to Darsin & Triyana (2021), the results of this performance will be a tool to help make decisions such as promotions, dismissals, transfers, giving bonuses, or providing feedback for employees. Whether or not to proceed with the research is decided using the Simple Additive Weighting (SAW) method and weighing the following five criteria: attendance, attitude/ethics; craft; quality; and quantity. The simple additive weighting method calculates the weighted sum of the performance ratings for each alternative across all attributes, which is then divided by the number of other options. The SAW method, which can aid in decision-making, was found to have the highest statistical significance in this study, which tested the method on data from 75 participants. Test calculations for data accuracy are performed as follows: to determine data accuracy, divide the number of appropriate information by the number of data being tested and multiply the result by 100 percent.

According to Mukti et al. (2019), E-performance-based performance appraisal is associated with improved employee performance in both a positive and statistically significant way. Employee performance can be enhanced by using e-performance as the basis for performance appraisal. Thus, it can be concluded that performance evaluations based on electronic versions have a positive and statistically significant impact on employee job satisfaction, either directly or indirectly. Employee job satisfaction can be increased by conducting performance evaluations based on e-performance. Employee performance is significantly influenced by their level of job satisfaction, which is both positive and significant (Jalaluddin et al., 2021; Muali et al., 2021). This demonstrates that an employee's success in completing the tasks assigned to them by the organization can increase the level of job satisfaction they experience.

4. CONCLUSION

The study results concluded that the instrument for assessing the performance of lecturers through the Plomp development model in higher education, which includes aspects of education and teaching, research, and community service, is quite good if it is carried out seriously and thoughtfully by the entire academic community. The lecturer's performance assessment results are beneficial for the development of institutions and the reputation of universities, so it is necessary to receive continuous and integrated guidance with human resource development programs. The lecturer's performance assessment results need to be used as optimally as possible to improve and improve the lecturer's performance so that the vision and mission that are mutually agreed upon can be achieved optimally. This lecturer performance appraisal describes the lecturer's competence that can be used to re-introspection in developing professionalism and encourage lecturers always to direct the implementation of their profession by the demands of developing science to show their performance optimally.

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