

## Strategy for Developing Lecturers' Integrity and Competence Through the WCU Model to Meet International Standards

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### ABSTRACT

The objective of this study was to establish a lecturer development model that enhances the global competitiveness of higher education by focusing on integrity and competence, in accordance with international norms. This study employed a hybrid methodology, consisting of two distinct stages: quantitative and qualitative. The structural equation modelling (SEM) analysis reveals that the direct relationship between integrity and competence is 0.458. Furthermore, the impact of integrity on performance is 0.446, while the effect of competence on performance is 0.460. It can be inferred that everything is in a state of moderation. One of the aspects that affects the worldwide competitiveness of higher education is the calibre of instructors. Proficient instructors possess exceptional honesty and expertise, enabling them to generate superior scientific works that are pertinent to societal demands. An important criterion for assessing the proficiency of a lecturer is their aptitude for publishing scholarly research in esteemed international publications, particularly those that are indexed by Scopus. Utilising Scopus publications can enhance the integrity and competence of teachers. The integrity of a lecturer can be assessed based on the calibre of their scientific output, whereas the competency of a lecturer can be evaluated by the extent to which their scientific work aligns with worldwide norms.

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## 1. INTRODUCTION

Keep the outcomes From a position of 48 in 2016 to 37 in 2021, out of 64 countries ranked for world competitiveness. Among the ASEAN nations, Indonesia's Human Capital Index (HCI) is currently ranked 96th (Saepudin et al., 2019; Rosmi & Syamsir, 2020). Out of 173 countries, Singapore topped the board, followed by Vietnam at 38th, Brunei at 56th, Malaysia at 62nd, Thailand at 63rd, the Philippines at 103rd, Cambodia at 118th, Myanmar at 120th, Laos at 126th, and Timor Leste at 128th. With an HCI score of 0.54, Indonesian children have a 54% chance of growing up healthy and educated (Nangoli et al., 2020; Hendri, 2019 ; J. Li & Xue, 2021). Among the 2020 HCI components are an improved survival rate (from 0.97 to 0.98), higher educational quality (from 395 to 395), shorter school years (7.8 to 7.8 instead of 7.9), and a lower health rate (from 0.66 to 0.72) (Mota et al., 2020; Cerezo-Narváez et al., 2019).

The period of the Covid-19 pandemic has not reduced national education to improve the quality of institutions, especially at the tertiary level by continuing to promote national tertiary institutions to achieve superior achievements. 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).

A number of PTNBH experienced the same problem in an effort to increase the number of professors because it was not directly proportional to the lecturers' scientific work (Pagliosa et al., 2019). Another reason is that 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).

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

UPI places corporate tertiary institutions also trying to become world-class universities or world-class PTs. 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 Society, 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, FPBE, FPMIPA, FPDK, FPIPS. However, in 2022 the process will still continue for FIP for Adpen clusters and Education technology.

In the socialization of the 2022 UPI WCU ranking and program conducted by the UPI WCU team, explained that there are many strategic programs for WCU. Quality of teaching, reset and community service, QS ranking is 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 oriWith the existence of Shanghai ARWU, China China has received a 10% Nobel Prize for ARWU. Indonesia can make rankings as long as PT Indonesia is ready to be consistent. The third UPI Architecture Study Program, 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. Academic reputation of 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 Yusi, 2022 the strategy with HI is the upi.edu email network. competition certificate. As

stated in the program [www.wcu.upi.edu](http://www.wcu.upi.edu) based on these problems, the focus of the study in this research 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 Indonesian University of Education lecturers 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?.

## 2. METHODS

The research method used descriptive with a mix of qualitative and quantitative methods. The qualitative aspect examines in depth and details 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 to produce meaningful findings and conclusions from a practical and scientific standpoint (Siregar, 2021). This combination of qualitative and quantitative methods is very appropriate for research on education financing. Data were collected using a survey method, with the object of study at PTNbh. The population of this study were all UPI lecturers who have doctoral qualifications, totalling 650 people. Furthermore, 10% or 65 people are taken as a sample from this population. The technique used was purposive random sampling (Tight, 2021).

## 3. FINDINGS AND DISCUSSION

### 3.1 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	High
3	Performance	High

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.

### 3.2 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 consist 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	High
Institutional Appreciation (Y2)	3,549	1.021	71.0	High
Competency (Y)	3,687	1.135	73,7	High

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.

### 3.3 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 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	High
Devotion (Z3)	3,323	1.174	66.5	High
Support (Z4)	3,242	1.174	64,8	High
Performance (Z)	3,567	1,170	71.3	High

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.

### 3.4 Description of Working Period (W)

The 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 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.

### 3.5 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.

#### 3.5.1 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				
	Appreciation	0.910			
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 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.

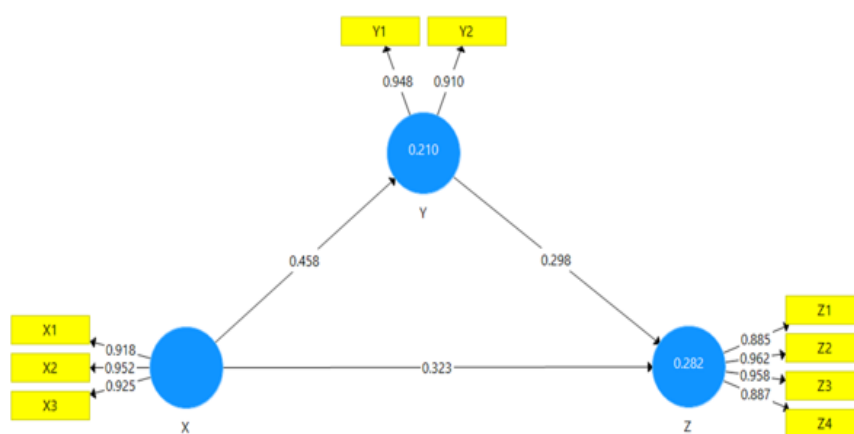
**Table 6.** Discriminant Validity

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).

### 3.5.2 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 1.** 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 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.

$$Y = 0.458 X, \text{ with } R^2 = 0.210 \quad \text{Equation (1)}$$

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

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  $Z$ .

### 3.5.3 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  $\leq 18$  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  $\leq 18$  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  $\leq 18$  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  $\leq 18$  years in influencing their performance.

#### 4. CONCLUSION

Conclusions can be drawn from the results and the discussion. Typically, UPI professors fall into this type of lecturers with high levels of integrity, an exogenous variable with dimensions of self-preparedness, attention, and self-improvisation; this indicates that these professors are dependable, trustworthy, diligent, and meticulous in their work. The level of lecturer competency is extremely high, both as an endogenous variable and as a mediator between the dimensions of institutional appreciation and the facilitation of human resources. This demonstrates that UPI faculty members are able to further their careers and are recognised by the Institute for their efforts. As an endogenous variable, lecturer performance falls into the high category across education aspects, but research, service, and support also tend to be high. This demonstrates that the instructors are making an effort to enhance PT's tri dharma. Compared to lecturers who are younger than 18 years old, those who have been in the profession for more years tend to be more honest and trustworthy, according to data on lecturer tenure. Lecturers with more than 18 years of experience are more competent than those with fewer than 18 years of experience. This may be because the university's policy is to appoint academics with P3K status or contracts, which could affect the status of ASN and Contract lecturers. The Lecturer's Integrity construct is most affected by the dimensions of the lecturer's attention to the Integrity variable. Potentially the most accurate reflection of the Competency construct can be found on the HR Facilities dimension. The Research and Service dimensions are the most prominent when building professor performance constructs.

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