



Self-Development Lecturer Motivation from Support Working System and Work Evaluation

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ABSTRACT

Motivating staff at the professional level requires different patterns and styles. Supporting systems offered need to pay attention to support their career development so that automation performance endorses the formation of a lecturer's career. The research method carried out in this paper is a qualitative research method. The target respondents are lecturers at the Kutaraja Banda Aceh Polytechnic with Good Accreditation, with a total of 12 respondents. From the results of this article, the respondents provided quite supportive statements about the campus having provided a supporting system to support lecturers' self-development motivation by establishing institutions. Furthermore, the work evaluation results dominated the conclusion of the interview results, with the process being carried out following the lecturer's obligations. Some lecturers felt that the evaluation had not been carried out maximally.

INTRODUCTION

Indonesia's preparations for facing 2045 have been structured in such a way that since today, all sectors have become an important point to continue to develop on the basis that Indonesia has human resources that are strong in terms of numbers. It is estimated that Indonesia's population in that year will be 376 million (Adiwibowo and Karyana, 2022). With this number, the Indonesian population plays an important role in development not only at home but also abroad.

Winning in numbers is not only an advantage, but it can be a disaster if it is not guided in the right direction. A high population without being supported by the best quality will lead to new problems. Without good preparation, the demographic bonus can become a population threat and disaster, such as increasing unemployment (Muhaemin, 2021). Human quality is determined by the hard and soft skills that exist in each individual; the quality of human resources is related to a person's skills, abilities, and work skills in doing several things to produce something (Ruhana, 2012). Every skill needs practice and knowledge; the best place to get knowledge is an educational institute. Indonesian educational institutions will contribute 1.5 million graduates in 2022, and only 300 thousand jobs will be available yearly (East Java Provincial Government Economic Bureau | News, n.d.). The difference between graduates who work and those who do not raises questions about why this happens and what happens to education. Is the educational institution of good quality with competent teaching staff? Is there a system that supports lecturers' abilities to build their evaluation and motivation?

Finding answers to the questions in the description above is certainly a process that needs to be determined from all aspects, because when we discuss quality, all parties must participate in discussing it, not only from the graduate side but also the providers, who also need to be further researched. This inequality in the results of graduates requires further research regarding not only the number of graduates but also how the quality of education is seen by the teaching and the system they implement. A quality teaching system requires the right motivation. This profession is quite complicated to stimulate because the system that is built is only for administrative work motivation. There is very little motivation that can lead to action among lecturers because they have not achieved a decent income due to mounting administrative obligations (Damanik, 2018). So at the end of the article, the author wants to know what aspects support lecturers' motivation and what aspects reduce their motivation.

LITERATURE REVIEW

In Indonesia, lecturers are a profession that is required to carry out lecturer obligations as regulated in Law 12 of 2012 concerning Higher Education. This job requires high self-motivation, apart from being a driving factor for work (Simbolon, 2017), and also as an example concrete to students about the need for motivation in learning. Apart from that, self-motivation for lecturers is also necessary for work motivation. This is because this profession is given quite large responsibilities, especially in the complex field of administration. Lecturers are an important component in achieving quality higher education; the existence of quality educators is an absolute requirement for the presence of quality education systems and practices (Ramli and Jalinus, 2013). This is in line with the main goal of higher education, which is to produce quality human resources at the higher education level. The main activity of this institution is to produce good-quality human resources through the learning process. (Retnowati et al., 2017)

The main key to achieving quality higher education is quality teaching staff. Lecturers are the main key to improving the quality of education, research, and community service (Wahyudi, 2024), so it is necessary to know what motivates lecturers to achieve their perfect performance. Motivating the work of staff in the lecturer profession is a complicated matter, considering that their excellent level of education and the formation of critical thinking require special attention to fulfill their job satisfaction (Damanik, 2018).

Work motivation is generally divided into two parts, namely intrinsic work motivation and extrinsic work motivation. Intrinsic motivation is the drive to create achievements from sources within the individual (Potu et al., 2021). Meanwhile, extrinsic motivation is the opposite of intrinsic motivation because the motivation that arises is from outside the individual. (Hayati et al., 2023). Intrinsic work motivation that influences performance, summarized according to Herzberg's opinion quoted by Luthans (2016), is (1) achievement (success), (2) recognition (reward), (3) work-it-self (4) responsibility, and (5) advancement (development). Extrinsic motivation consists of (1). Policy and administration (rules and policies), (2) quality supervisor (supervision), and (3) interpersonal relations. Based on these two motivations, universities need to accommodate and support them by utilizing human resources, in this case, lecturers at universities.

Several aspects of supporting institutions that influence working conditions, work motivation, performance, and satisfaction of lecturers who have an important role include compensation, leadership, institutional policies, work environment, and work facilities (Tanjung 2019). Good leadership at the academic and administrative levels also plays an important role in establishing a positive work environment and providing the necessary support (Muis et al., 2018). Meanwhile, clear and transparent institutional policies can help create an organized and supportive work structure (Mardianah & Hidayat, 2020). A conducive work environment, both physically and socially, can also influence the level of lecturer satisfaction (Awaluddin, 2018). Apart from that, adequate work facilities, such as lecture rooms, laboratories, libraries, and information technology, can increase work comfort and productivity (Harefa et al., 2021).

Work evaluations are generally assessed on (1) the quality of the employee's work, including punctuality, neatness of work, and thoroughness. (2) quantity of work; which includes the amount of work produced by employees; (3) resilience in carrying out work; this can be interpreted as working according to duties and obligations. (4) work responsibilities, namely completing each task and good coordination between staff (Flippo, 2011). However, in general, lecturer work evaluations have a slightly different assessment method. Lecturer work evaluations, which are prepared according to general rules, include teaching lessons, research such as publishing journal articles, community service, and supporting other lecturer activities. Other evaluations also need to be carried out, such as assessments from leaders, colleagues, and students, as explained by Santoso (2013), who concluded that the purpose of the evaluation was to measure the professionalism of lecturers.

In higher education institutions, evaluating lecturer performance has the three objectives above. However, more specifically, the purpose of lecturer evaluation is to: (1) improve the quality of teaching; (2) develop lecturers themselves; (3) increase student satisfaction with teaching; (4) increase lecturer job satisfaction; (5) achieve study program objectives/faculties/universities; and (6) increase public assessment of faculties/universities. Lecturer evaluation is an analytical process intrinsic to good teaching. In other words, lecturer evaluation is an integral part of good teaching and learning activities (good teaching). Good teaching helps students achieve high-quality learning. The quality of teaching and academic standards needs to always be evaluated and improved because higher education is an expensive activity (Chairy, 2005).

Students, colleagues, and superiors can assess the level of lecturer competence. Because this assessment is based on perceptions during interactions between the lecturer and the assessors, it is called a perceptual assessment. Academic qualifications, work performance, and level of competency mastery as assessed by others and oneself, as well as contribution statements assessed based on the individual's or collective perception, will determine the professionalism of the lecturer. (Harrisantoso, 2013).

In previous research carried out by Pham and Nguyen 2023 regarding factors that influence the work motivation of case study lecturers at Vietnam Engineering Universities, they concluded that the factors that influence lecturers' work motivation are the nature of the work, recognition of the contribution of each individual, wages and other benefits. , work environment, personal development opportunities, and organizational culture. From the six points in measuring motivation, personal development opportunities are the highest driver of lecturer work motivation. Apart from that, several recommendations are proposed to increase lecturers' work motivation. Top management must know and recognize the needs of teaching staff and develop policies to increase work motivation. The results of job evaluations must be used appropriately by universities in making decisions regarding increases in salary, allowances, and job promotions (Pham and Nguyen, 2023).

Furthermore, research on the five components of work motivation in achieving lecturer performance carried out by Wahyudi 2022 explains what things provide opportunities for achieving maximum performance for lecturers. The research was carried out using quantitative methods using questionnaire data collection techniques and interviews using data analysis techniques. regression with a narrative description. The findings in this research are that a lecturer's motivation is obtained from self-actualization and self-development up to higher education at the doctoral level. (Revelation, 2022)

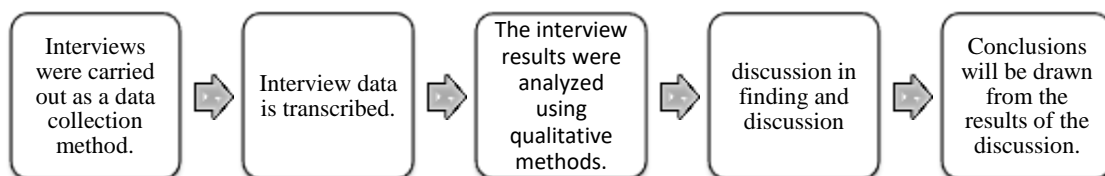
Then, research was carried out by Ahmad Yani, Elfiswandi, Lusiana, and Silvia Sari in 2024 with the title The Influence of Incentives and Organizational Commitment on Lecturer Work Motivation at the Kerinci State Islamic Institute, where the research method used was quantitative research. It was concluded that incentives had a significant effect on commitment. Organization has a significant effect on work motivation (Yani et al., 2024).

METHODOLOGY

The research method carried out in this paper is a qualitative research method. The target respondents are lecturers at the Kutaraja Banda Aceh Polytechnic with Good Accreditation, with a total of 12 respondents. In the data collection process, respondents were given closed interviews with several questions provided by the author relating to the researcher's objectives, such as self-motivation, supporting institutions, work evaluation, work quality, and obstacles to achieving work quality. Furthermore, the interview results that have been obtained are then analyzed.

Data analysis carried out in qualitative research uses three activities carried out simultaneously, namely data reduction, data presentation, and conclusion (Arfan and Geta Ambartiasari, 2020). The results of the interview are then analyzed for trends in answers, which are then outlined in the conclusion of the article.

The figure of process transcript of the interview result:



Picture.1 Methodology Step

Table.1 Selected Articles are Found in the Scopus and Google Scholar Database

NO	Title	Author
1	The Influence of Incentives and Organizational Commitment on Work Motivation of Lecturers at the Kerinci State Islamic Institute	Ahmad Yani, Elfiswandi, Lusiana and Silvia Sari (2024)
2	WORK BALANCE: Lecturer Satisfaction in Relation with Work Factors	Wahyudi (2022)
3	Factors affecting work motivation of lecturers: An empirical study at Vietnamese technical universities	pham and Nguyen,2023
4	HR Compensation and Benefits as a Form of Work Motivation for Employees in the Education Sector	Abrori, M. (2024)
5	The Effect Of Lecturer Competence On Lecturer Performance Mediated By Job Satisfaction At Universities In Bandung City	Yuliani, H., & Sari, R. M. (2024)

RESEARCH RESULT

The collection of respondents in this paper was carried out through interviews, and several answers were then classified into the appropriate variables to be discussed, such as work motivation, supporting systems from leaders, work evaluation, and obstacles experienced by lecturers in achieving work results.

Supporting System

The system built at a university should support the performance and career development of lecturers, especially in assessing lecturer performance such as teaching, research, community service, and other support, even though the lecturer performance system has been prepared according to quite concrete rules at the Director General of Indonesian Higher Education so that automatically every university should follow and implement the applicable regulations and from the results of the interviews it was found that many respondents agreed that the supporting system had been implemented by the Kutaraja Polytechnic, 10 respondents agreed that this system had been implemented with 2 respondents not agreeing with the support system.

In further investigation to prove that the support system that has been formed by campus leaders is appropriate as a pattern to support lecturers' careers, it can be seen from the research and community service institute formed by Kutaraja Polytechnic that this institution is quite an important support in balancing lecturers' performance at the point of research. and community service. From the interview results, 8 respondents agreed that this institution supports lecturers' careers, but 4 respondents did not agree with the support from this institution.

Some respondents' disagreement about the supporting system in supporting lecturers' careers is because respondents have not seen the impact of this institution, even though this institution has an article publication journal, which can be a forum that makes it easier for lecturers to publish writing, this can be seen from the lack of internal lecturers from Kutaraja Polytechnic who wrote in the journal; 14 writers from the internal campus wrote eight editions from 2019 to 2023. This could happen because there has not been maximum socialization of the use of internal journals in publishing internal lecturers' writings. The lack of internal writers in this journal can also be due to the lack of encouragement to fill lecturers' workload, where this obligation only appeared in 2021-2022. This is also supported by data on lecturers who publish articles increasing from 2021 to 2023.

Apart from that, the campus has also formed several teams to support the "lecturer obligations" program, where for each semester a special team is formed that will evaluate performance so that the obligations of each lecturer will be fulfilled. Furthermore, the campus also formed a "Credit Score Evaluator" team, which will help calculate the credits that have been collected by each lecturer to then be accumulated for the lecturer's functional position so that each lecturer can process their promotion.

Then Kutaraja Polytechnic also often carries out community service once a year, or at least every semester, by involving every lecturer in these activities. Furthermore, the campus also provides sufficient teaching hours for each lecturer. Even in 2023, the campus will run a special entrepreneurship program that will run for one full semester. In this program, all students take part in special classes, with the expected output being products that they are ready to produce. and market it.

Work Evaluation

Evaluations carried out by each organization purposing to show the performance produced by a worker to produce work motivation. Every worker who receives a good or bad evaluation will have a different impact. Evaluation results that do not meet predetermined standards will have an impact on employees' future work.

The evaluation carried out by Kutaraja Polytechnic is a performance evaluation that follows the Lecturer Workload Regulations, which require lecturers to carry out teaching, research, community service, and other support. According to the data that has been collected from these results, it was found that in the last semester of 2022-2023, the evaluation results were divided into two groups as follows:

Table.2 Evaluation Results of The Lecturer Workload Regulations

Functional Position	Fail	Succeed
Lecturer	1	7
Assistant Professor	2	11

In fulfilling lecturer duties, an assessment is given at the end of each semester with criteria for success and failure to reach the minimum standard of 12 credits. From the results obtained from last semester, 3 lecturers did not pass the standards, and 16 lecturers met the standards. If explained in more detail, the three lecturers who did not meet the requirements faced the most problems in writing incomplete journal articles. The two lecturers, even though they have the functional position of assistant professor, should encourage lecturers to be more active in carrying out lecturer obligations.

Furthermore, several evaluations were also carried out in the area of eligibility for promotion. The Kutaraja Polytechnic campus often carried out calculations related to this eligibility. Several lecturers were then directed to take care of the promotion files, which would then be assisted in the process by the internal team so that the calculation process and administration process could be carried out more easily.

Table.3 Functional and Process Promotion

Functional Position	No. People
Lecturer	6
Assistant Professor	7
process: Assistant Professor	
AA	2
L200	4
L300	2

Furthermore, in the table below, the campus has calculated several lecturers who are eligible to carry out the lecturer promotion process, so it is recommended that several lecturers have sufficient credits to carry out the administrative process, as shown in the following table:

Table.4 Eligibility Promotion

Planning Functional Position	No. People
AA (Assistant Professor)	4
L200 (Assistant Professor)	0
L300 (Assistant Professor)	3

Work Motivation

The work motivation that is the focus of this research is looking at each respondent's desire to actualize themselves and their desire to develop themselves and comparing it with the reality of the respondent's situation. Overall, the results of the interviews obtained showed that more respondents expressed their desire to develop themselves up to the doctoral level and even up to the professor. This can be seen from the seven respondents who stated this, but several respondents gave responses who had no motivation in this direction. as many as five respondents.

Not having the motivation to become a professor is not negative or bad, but this can happen because the process of reaching this top level is still long and complicated, with quite a lot of administrative processes that have to be gone through, which takes quite a lot of time and process. Apart from that, to achieve a professor position, every lecturer needs a doctoral education. Currently, all Kutaraja Polytechnic lecturers are still in master's education, and to continue this education requires a large amount of money. This obstacle then makes some respondents not have the motivation to achieve a top career.

However, currently, the condition of lecturers at the Kutaraja Polytechnic is still in basic positions. This can be seen from only two lecturers who have applied for the position of Lector 300 (Assistant Professor), with four people in the process of applying for Lector 200 (Assistant Professor). Two people are in the process of becoming assistant professors. Based on the data, it can be said that six lecturers do not yet have functional positions, and only seven people have the functional position of expert assistant, so this position looks more balanced.

Comparing the results of this paper with existing results, it can be shown that the motivational desires that arise from lecturers are not always regarding compensation or incentives, as in the research conducted by Ahmad Yani, Elfiswandi, Lusiana, and Silvia Sari in 2024, which explains that the influence of incentive and motivation has a positive influence but can also be generated by other stimuli such as literacy, work environment, and leadership, such as Wahyudi's research in 2024 on the positive influence of policy, leadership, environment work, and policies with lecturer motivation. So this research is in line with Wahyudi's 2024 research, where the support system and evaluation have been carried out to create motivation for the self-development of lecturers on the Kutaraja Polytechnic campus.

DISCUSSION

The support system from the leadership that has been established by the Kutaraja Polytechnic is by the applicable regulations. Even though the condition of this campus is still new and the scope of the organization is not that big, many activities can still be carried out together. Some lecturers who have not experienced the formation of support are looking for a campus yet. get the right information regarding several applications that support work; this can be seen from the number of publications in internal journals, which has not been maximal since 2019.

In the work evaluation, there are quite clear rules in the lecturer's obligation report, which must be completed every semester. The research results showed that three lecturers did not complete the lecturer's workload due to problems with the publication of scientific papers. The unsatisfactory evaluation results have sought a solution for the campus by calling the lecturer for individual coaching and then forming a working group to motivate and improve the lecturer's performance.

Furthermore, when comparing lecturer motivation with the supporting system and evaluation that the campus has carried out, both variables support motivating lecturers to develop themselves. A structured support and evaluation system gives lecturers enthusiasm to develop themselves. This is following the interview results. It can be concluded that there is almost a balance between the desire to develop themselves and not, although overall many have the motivation to develop themselves, but this still needs improvement in individual motivation and understanding of the importance of self-development and continuing higher education for lecturers

CONCLUSIONS AND RECOMMENDATIONS

Every organization needs to create a situation that supports staff performance with concrete job descriptions and targets that serve as benchmarks for their performance. Even though government regulations have explained the main duties of lecturers, campuses also need to stimulate each lecturer to carry out their obligations.

Work motivation is also realized from the explanation of lecturers' obligations, and information needs to be explained transparently to each lecturer so that those who work feel they belong and are owned by the campus where they work. Encouraging work motivation also needs to be directed toward positive and balanced competition, where every lecturer is given the same opportunity to develop themselves.

The evaluation currently being carried out is still by government regulations; there are no structured rewards and punishments, so carrying out obligations is just completing the lecturer's workload, so the evaluation and obligations are just administration.

ADVANCED RESEARCH

This research still has sample limitations. this research was only carried out at one institution with a small sample. We hope that a longer duration in future research will provide better conclusions, as the small duration in this research is also a limitation.

For further research, a wider sample, longer research duration, and more diverse variables will better explain the results of lecturer performance evaluations in Indonesia, so that the workload currently carried out by lecturers can provide adequate output.

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