

Human Capital Development of Lecturers' Human Resources

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Abstract

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This study aims to determine the development of human capital of lecturers at the University of Muhammadiyah Pringsewu. This research is a qualitative research by obtaining data through in-depth interviews with the Human Resources department. The results obtained are that in order to achieve these goals, the steps that need to be taken include planning, organizing, directing and controlling in higher education.

Keywords: *Human capital, Human resources*

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INTRODUCTION

The concept of human capital (capital) suggests added value that can be done by employees to the organization where they work. Human capital is one of the most important elements of an organization's intangible assets. The importance of the role of human resources in the company's activities, the company should need to manage it as well as possible because the key to the success of a company is not only technological excellence and the availability of funds, but also the human factor. Included in human capital include: Knowledge, skills, innovation, motivation, attitudes of employees in the organization.

Research Focus and Subfocus

Based on the explanation above, the focus of this research is on the development of human capital for lecturers at the University of Muhammadiyah Pringsewu through planning, organizing, directing, and supervising, it aims to produce superior human resources that have an impact on lecturer performance.

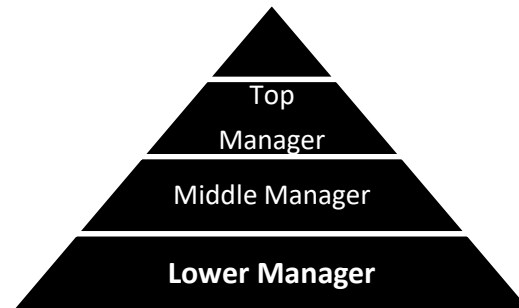
Problem Formulation

Based on the background description above, the formulation of the problem in this study is as follows:

1. What is the planning strategy for lecturers' human resources at Muhammadiyah University?
2. What is the strategy for organizing human resources for lecturers at Muhammadiyah University?
3. How is the strategy of leading and developing lecturers' human resources at the Muhammadiyah University?
4. What is the strategy for controlling human resources for lecturers at Muhammadiyah University?

LITERATURE REVIEW

According to Siagian (2008), the HR factor plays an important role, including in universities known as the lecturer profession. HR management is the lifeblood of the institution, because of the human factor that is managed. In management, generally known 3 levels which can be described in the pyramid as follows:



1. Top Manager (Top Manager)

Included in the top manager is the board of directors or directors, tasked with making important decisions, which affect almost the entire course of the organization.

2. Middle Manager (Middle Manager)

The task of the middle manager is to develop an operating plan and to create continuity between the demands of his superiors and the capabilities of his subordinates.

3. Implementing Manager (Lower Manager)

The task of the implementing manager is to carry out the operational plan that has been developed by the middle management.

According to Nalbantian et al, the definition of human capital is as follows:

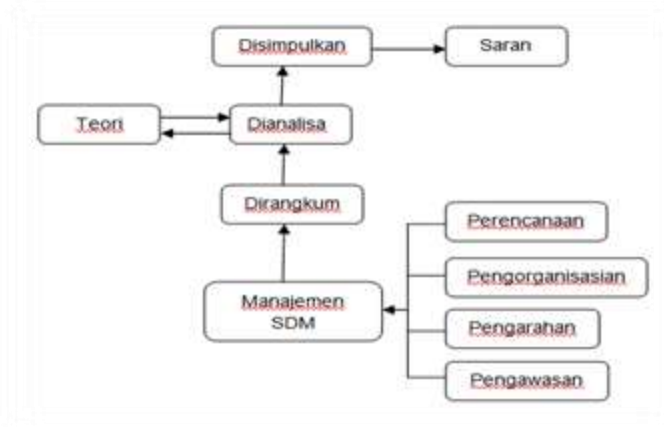
“The stock of accumulated knowledge, skills, experience, creativity and other relevant workforce attributes and suggest that HCM involves putting into place the metrics to measure the volume of these attributes and using that knowledge to effectively manage the organization”.

Qualitative data analysis is a series of processes for systematically searching and compiling qualitative data obtained from interviews, observation notes, and other materials. This process aims to make the data easy to understand and the findings can be shared with others. The qualitative data analysis technique used in this study follows the concept of Miles and Huberman. There are 3 stages of qualitative data analysis according to Miles and Huberman, namely data reduction, display, and conclusion/verification.

RESEARCH METHODS

In research at the Muhammadiyah University the method used is a qualitative approach and research sources are obtained from observations and interviews with lecturers, deans and leaders at Muhammadiyah University, which discuss how to plan, organize, direct and supervise lecturers, as for the research flow as follows:

Picture. 1 Research flow



Qualitative evaluation uses qualitative data and to capture it using qualitative instruments. According to Michail Quin Patton (2012), qualitative understanding is as follows: “Qualitative data consists of detailed descriptions of observed situations, events, people, interactions, and behaviors: direct quotations from people about their experiences, attitudes, and beliefs, and their thoughts. ; and experts or all parts of documents, correspondence, records, and case histories. Detailed discretion, direct negotiation, and case documentation of qualitative meaning are raw data from the empirical world. Data were collected as an open narrative without attempting to fit program activities or people into pre-determined categories, standards such as response choices consisting of questionnaires or typical tests.

Data Validity Test in Qualitative Research.

1. Credibility test

According to Sugiono (2016) in research on data credibility (trust) in data from qualitative research results, among others, it can be done by extending observations, increasing persistence in research, triangulation, discussions with colleagues, negative case analysis, and member checks.

2. Transferability Testing

According to Sugiyono (2016), this transferability is an external validation in quantitative research. External validation indicates the level of accuracy and can be applied to the results of the study into the population where the sample is taken. This transfer value relates to the question, where the research results can be applied or used in other situations. Therefore, researchers hope that people can understand the results of qualitative research and apply the results of this study, so that researchers will provide a detailed, clear, systematic description and hope that this research can be applied elsewhere.

3. Dependency Testing

In qualitative research, dependency testing is done by auditing the entire research process. For this reason, dependence testing is carried out by conducting an audit of the entire research process. This method is carried out

by independent auditors, or supervisors to audit the overall activities of researchers in conducting research. According to Sanafiah Faisal, how researchers begin to determine the problem / focus, enter the field to determine data sources, conduct data analysis, test data validity, to make conclusions must be shown by researchers. If the researcher does not have and cannot show "trace of his field activity" then the reliability of the researcher must be in doubt

4. Confirmability Testing

Confirmability testing in qualitative research, confirmability testing is similar to the dependability test, so that the testers can be tested simultaneously. Testing confirmability means testing the results of research is a function of the research process carried out, then the research can meet confirmability standards

Employee development aims to improve careers, improve employee skills in the field, update new procedures and systems, can be used as problem solving by providing various skills, retain and motivate employees in developing careers. According to Mathis and Jockson in Widodo (2015: 84), employee training and development is designed to help organizations achieve their goals. The determinants of organizational training needs therefore reflect the diagnostic stage of the training determinants. This assessment looks at employee and organizational performance issues to determine if training will help. The training held is intended to improve the quality of employees, reduce expenses to be more efficient and more productive.

RESEARCH RESULTS

To achieve the goals of the university's vision and mission, qualified employees are needed and have high loyalty to the university, as what is done at UIA to achieve this in the following ways:

1. Planning (planning)

By managing human resources that will help achieve the university's goals, its activities include creating a vision and mission per year (for 5 years), making an annual budget, planning the needs of lecturers per year and making strategies to achieve high university goals.

2. Organizing

Organizational formation in designing the structure and relationship between superiors and subordinates regarding the tasks that must be carried out, including determining the division of tasks, authorities and responsibilities as well as activities including: lecturer recruitment, selection of lecturers according to the required criteria.

3. Directing

So that human resources can work effectively and efficiently in accordance with the planned objectives. So UIA develops human resources by providing training, performance appraisal and career planning. Activities include: Providing

training venues, creating planned training programs, and monitoring training results.

4. Control (control)

Measuring, monitoring, and controlling the activities carried out, especially lecturers, while the activities carried out include: controlling lecturers regarding training carried out inside and outside the university. Controlling the impact of training on lecturer performance.

Human resources are the spearhead of an organization. The quality of the lecturers can be seen from their recent education and research works. There are still many lecturers who are not yet doctors, so they need to continue their education to the S.3 level, this needs encouragement from the leaders at universities at UIA by providing opportunities to learn for lecturers and providing relief from the burden of teaching during the education process. Because at UIA there are still many lecturers with S.2 education while the regulations from Dikti lecturers must have S.3 education. Likewise, providing opportunities for lecturers to conduct research either individually or in groups and can also involve students, especially students who are just doing research. The research is constrained by the costs that must be incurred because usually the costs are borne by the lecturers who carry out the research.

There are at least 4 main components in education, namely: human resources, funds, facilities, infrastructure, and policies. Components, namely: human resources can be said to be a strategic component, because having quality human resources can utilize other components, so as to achieve the effectiveness and efficiency of education. Where quality human resources can be achieved by development.

CONCLUSION

In order for the university's vision and mission to be achieved, qualified human resources and loyal to the university are needed. In order to achieve these goals, the steps that need to be taken include: planning, organizing, directing and controlling in higher education. In addition, universities need to regulate human resources so that lecturers' performance is better. Good performance greatly increases the value of universities in the eyes of the community.

It is hoped that the results of this study will provide input to universities in preparing better quality human resources. It is also hoped that leaders in higher education understand that human capacity is a capital that must be managed properly as it is an asset to the university. Angela Baron & Michael Armstrong, *Developing a new HR Model, (Human Capital Management, 2013)*.

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