

Analysis Human Resources Development of Lecturer Competency at Poltekad Kodiklatad

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ABSTRACT

This research investigates and analyzes the competence of lecturers at Poltekad Kodiklatad, a military-related higher education institution. Against the background of global change and technological progress, this research aims to provide a deeper understanding of the actual conditions and challenges faced by lecturers in this context. Through descriptive research methods with a quantitative analysis approach, data was obtained through direct interviews with 50 lecturers. The data analysis process follows an inductive research pattern with interwoven or flowing interactive techniques. The research results show the condition of the Poltekad Kodiklatad and Study Program, as well as the human resources and infrastructure that support them. In measuring human resource satisfaction, the research used a questionnaire with a Likert scale of 1-5. The survey results show that human resource development, especially in developing lecturer competencies, career development and scientific research, received a high assessment. However, there are certain aspects, such as social needs and welfare needs, that show potential for improvement. It is hoped that this research will contribute to the understanding of how to improve the competence of lecturers in the polytechnic environment, especially those related to the military context. The results of this research provide valuable recommendations and input for the development of human resources in the field of military education, with the potential to make a positive contribution to the quality of education at Poltekad Kodiklatad.

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1. Introduction

Higher education, especially in the polytechnic environment, plays an important role in producing human resources who have high competence in accordance with the demands of technological and industrial developments. (Xia et al. 2023) In this context, the role of lecturers is very crucial in delivering learning material, guiding students, and developing relevant curricula. One of the polytechnic institutions that is attracting attention is the Army Polytechnic (Poltekad) Kodiklatad, which has a strategic role in preparing the workforce for the Army's needs. (Shahriari et al. 2020)

In facing the dynamics of global change and the demands of technological progress, lecturers are needed who not only have academic expertise, but also have competencies that are relevant to the needs of industry and the job market. Poltekad Kodiklatad as a higher education institution that is closely related to the military and defense industry context, requires lecturers to have a deep understanding of the needs and developments in these fields. (Singsungnoen, Wannapiroon, and Nilsook 2021)

Several previous studies (Hwang, Cho, and Shenkoya 2023) emphasized the importance of lecturer competence in improving the quality of higher education. However, specifically for Poltekad

Kodiklatad, further research still needs to be carried out to gain a deeper understanding of the actual conditions and challenges faced by lecturers in this environment.

In this context, this research aims to investigate and analyze the competence of lecturers (Rajab, Management, and 2023) at Poltekad Kodiklatad. The research background includes an understanding of the development of user needs patterns, technological transformation, and the dynamics of higher education (Zheng 2020) in Indonesia, especially those related to military education at Poltekad Kodiklatad.

It is hoped that this research can contribute to further understanding of how to improve the competence of lecturers in the polytechnic environment, especially those related to the military context. It is hoped that the results of this research can provide valuable recommendations and input for the development of human resources in the field of military education and make a positive contribution to the quality of education at the Kodikaltad Poltekad.

2. Method

This research uses descriptive research methods with a quantitative analysis approach (Mohiuddin et al. 2022). The data source used in this research is data obtained directly through interviews with 50 lecturers to obtain the results of assessing the quality of human resources, in this case lecturers.

The data examination technique in this research uses source triangulation and method triangulation. (Ma and Liang 2023) This is done by comparing the results of observations, interviews and document analysis. It is hoped that the final results of the analysis will reach a high level of quality and validity. The data analysis technique used in the research uses an inductive research pattern which is processed using interwoven or interactive flowing techniques. The data technique in this research follows the interactive analysis model (Interactive Model of Analysis). (Yuan 2023).

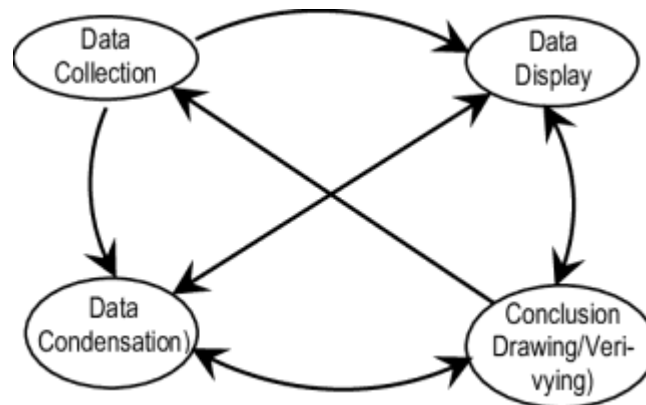


Fig. 1. Interactive Model of Analysis

The research procedure used in this research went through several stages. The research procedure is the stages in the research from start to finish. (“Assessing Human Resource Needs for Digital Transformation at Enterprises and Proposing Solutions in Human Resource Training for Universities” 2022) reveals that this qualitative research procedure is carried out through the following stages: 1) Pre-field stage: carried out starting from making a research proposal , research proposals, drawing up research designs, selecting research objects, searching for field permit files and preparing research equipment, 2) Field work stage: at this stage, dig up data that is relevant to the research objectives. Collecting research data to enter the data analysis stage is by using observation, interviews and document techniques. These three techniques are used to complement other data so that the data collected is truly valid. 3) Data analysis stage: this stage is carried out after the data mining is deemed sufficient to fulfill the research objectives, the data is then analyzed again in more depth and then a conclusion is drawn from the analysis. (Li 2023)

3. Results and Discussion

3.1. Conditions of Poltekad Kodiklatad and Study Programs

The Army Polytechnic or (Poltekad) Kodiklat TNI AD is the Implementing Echelon at the Kodiklat TNI AD level which is located directly under the Dankodiklat TNI AD. has the main task of organizing weapons systems technology education in order to produce human resources for soldiers who are technologically knowledgeable and support the main tasks of the Indonesian Army and as an academic supervisor under the Ministry of Research, Technology and Higher Education. In its implementation, Poltekad Kodiklatad has 6 Study Programs (5 D4 Study Programs and 1 Applied Masters Study Program) namely Military Telecommunication Engineering (Telkommil), Weapons Systems Electronics Engineering (T. Elkasista), Combat Vehicle Automotive Engineering (T. Otoranpur), Engineering Technology Military Weapons (Terasenmil), Cyber Security Engineering (Rekamsiber) and Masters in Applied Land Operations Strategy.

Table 1. Accreditation Status of Study Programs at Poltekad Kodiklatad

No	Study program	Accreditation	No. SK BAN-PT
1	T. Telkommil	Very well	BAN-PT Executive Director Decree No. 2500/SK/BAN-PT/Ak.KP/STr/VI/2023
2	T. Elkasista	Very well	BAN-PT Executive Director Decree No. 5981/SK/BAN-PT/Ak.KP/STr/IX/2022
3	T. Otoranpur	Very well	BAN-PT Executive Director Decree No. 1602/SK/BAN-PT/AK-ISK/ST/III/2022
4	Terasenmil	Good	BAN PT Executive Director Decree No. 2736/SK/BAN-PT/Ak.P/STr/VII/2023
5	Rekamsiber	Good	Executive Director Decree BAN PT NO. 2737/SK/BAN-PT/Ak.P/STr/VII/2023
6	Stratopsrat	Good	Executive Director Decree BAN PT NO. 4886/SK/BAN-PT/Ak.P/MTr/XI/2023

3.2. Condition of Human Resources

Poltekad Kodiklatad has set standards for the management of teaching staff and educational staff. Standards for the management of teaching and educational staff are always being improved. Standards for professional teaching staff and educational staff refer to PP No. 37 of 2009, PP No. 19 of 2005 and Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 article 4 paragraph 1. So that the recruitment of teaching staff and educational staff must meet these standards, while increasing the competency of teaching staff and staff education, Poltekad Kodiklatad regularly carries out career development for educators and educational staff. The ratio of 50 lecturers and 329 student non-commissioned officers in 2024 will be around 1:7.

3.3. Condition of Infrastructure

Standards for the management of teaching and educational staff are always being improved. Standards for professional teaching staff and educational staff refer to PP No. 37 of 2009, PP No. 19 of 2005 and Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 article 4 paragraph 1. So that the recruitment of teaching staff and educational staff must meet these standards, while increasing the competency of teaching staff and staff education, Poltekad Kodiklatad regularly carries out career development for educators and educational staff.

3.4. Respondent Description

In the research design, it has been explained that the respondents in this study were 50 lecturers using an online Google Form questionnaire. The questionnaire was prepared using a 1-5 Likert scale (5 = Very Good; 4 = Good; 3 = Fairly Good; 2 = Not Good; 1 = Not Good). The satisfaction survey questionnaire results were then tabulated and grouped based on respondent criteria, namely lecturers and education staff. This grouping was carried out to facilitate analysis because each group has different types and quantities of services. The analysis method used is statistical analysis to test the validity and reliability of the instrument and analyzed using Microsoft Excel, namely by

accumulating the number of points for each parameter which is visualized in tables and graphs. The assessment indicators for each parameter use a weighting range of 1-5 from not good to very good.

Table 2. Perception Value, Conversion Interval, Quality and Performance of Service Units for HR Satisfaction.

Perceived Value	Lecturer Satisfaction Interval Value	Quality of Satisfaction	Service Unit Performance
1	0,00 – 1,00	AND	Not good
2	1,01 – 2,00	D	Not good
3	2,01 – 3,00	C	Pretty good
4	3,01 – 4,00	B	Good
5	4,01 – 5,00	A	Very good

The results of the survey data collection obtained the following results:

Table 3. Survey results on human resource development (Lecturers)

No	Instrument	Lecturer	
		Rate-rate	Performance
1	Lecturer Competency Development	4,40	Very good
2	Career development	4,00	Good
3	Position Development	4,30	Good
4	Research and Scientific Work	3,90	Good
5	Devotion to the Community	4,20	Very good
6	Welfare Needs	3,80	Good
7	Health Needs	4,40	Very good
8	Social Needs	3,70	Good

The following is an explanation of the results of the human resource development survey (Lecturers):

1) *Lecturer Competency Development (Average: 4.40 - Very Good):*

Lecturers receive excellent assessments in developing their competencies. This includes efforts to improve academic knowledge, teaching skills, and the ability to deliver learning material effectively.

2) *Career Development (Average: 4.00 - Good):*

This point reflects the lecturers' efforts in developing their academic and professional careers. Although rated as good, there may still be room for improvement in this regard.

3) *Job Development (Average: 4.30 - Good):*

Position development shows the extent to which lecturers strive to improve the quality and effectiveness of their work in the academic environment. A rating of “good” indicates adequate performance in this regard.

4) *Research and Scientific Work (Average: 3.90 - Good):*

A "good" score for research and scientific work indicates that the lecturer has made adequate contributions to research and scientific publications. However, there may be room for improvement in research productivity.

5) *Community Service (Average: 4.20 - Very Good):*

Lecturers received excellent ratings in their community service, showing their positive and active contribution in making a positive impact outside the academic environment.

6) *Wellbeing Needs (Mean: 3.80 - Good):*

This point reflects the extent to which lecturers' welfare needs are met. Even though it is considered good, it is necessary to pay attention and ensure that lecturers' welfare continues to be considered and improved if possible.

7) *Health Needs (Average: 4.40 - Excellent):*

Lecturers received excellent ratings for their health needs. This shows that efforts to maintain and improve lecturers' personal health have a positive impact.

8) *Social Needs (Mean: 3.70 - Good):*

This point reflects the extent to which lecturers' social needs are met. Although rated as good, attention may need to be paid to improving social interaction and support among academic staff.

4. Conclusion

In the context of higher education, especially in the polytechnic environment, the role of lecturers is very crucial in producing human resources who have high competence in accordance with the demands of technological and industrial developments. This study specifically highlights Poltekad Kodiklatad as a higher education institution that has a strategic role in preparing the workforce for the needs of the Army. Through this research, it was found that the competence of lecturers at Poltekad Kodiklatad was considered very good in the aspects of competency development, career, position, community service, and health. However, there are indications that research and scientific work as well as social needs still have room for improvement.

This study provides an important contribution to further understanding of how to improve the competence of lecturers in polytechnic environments related to the military context, especially at Poltekad Kodiklatad. The research results provide a basis for developing human resources in the field of military education, with a focus on certain aspects that can be improved in order to make a positive contribution to the quality of education at Poltekad Kodiklatad. It is hoped that this conclusion can become a basis for decision makers and stakeholders in designing strategies and policies to improve the competence of lecturers at the higher education institutions concerned.

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