Higher Education Leadership Decision Making in Lecturer Governance

Siti Julaiha
UIN Sultan Aji Muhammad Idris Samarinda
e-mail: siti.julaiha@uinsi-samarinda.ac.id

Nur Fitriah
Universitas Mulawarman
e-mail: fitriyahn677@gmail.com

Laili Komariyah
Universitas Mulawarman
e-mail: lailikomariyah@yahoo.com

Abstract

The purpose of this study was to unfold the management of lecturers at Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda (UINSI Samarinda), and to observe the leader's decision-making in the management of lecturers at UINSI Samarinda. The type of this research is qualitative research using a case study approach. Data collection techniques were done in the form of in-depth interviews, observation, and documentation. The data analysis technique that the researcher used in this study was interactive data analysis by Miles, Huberman, and Saldana from data collection, data condensation, data presentation, and drawing conclusions. The validity of the data was tested with credibility, transferability, and confirmability. The results of this study indicate that the management of lecturers at UINSI Samarinda was directed in several phases. In the planning phase, there are some steps; the analysis of lecturer needs, recruitment, and selection. The next phase is the placement phase; the lecturers are placed dynamically referring to the lecturer's expertise and the needs of the department. Then, the education and training phase gives an opportunity for the lecturers to continue their studies. In the career development phase, the lecturer's career is in line with his/her educational

background and the lecturer's performance. Career development and lecturer performance assessment really depend on the leader's policy. Lecturer performance assessment is carried out through a policy verified by two assessors and approved by the direct supervisor. The implication of this research is that the strategy or local wisdom which is the best practice of this institution can be used as a model for lecturer management and innovative decision-making by the leader in the human resource development of a university.

Keywords: decision-making, higher education leadership, lecturer management

A. Introduction

Higher education institutions are important instruments in preparing human resources in the work field and society. In carrying out the activities, higher education institutions must always be oriented to the development of the era. For this reason, they must be able to manage their assets, including their human resources. Human resources are a very important aspect in achieving organizational or institutional goals. As stated by Priyatna (2017), "humans are the most expensive and most important asset of the organization, because the existence of an organization is determined by the humans who support it. Human resources in this context are human resources who continuously develop capabilities in the fields of managerial, human relations, and technical operations. In order for human resources in the organization to work efficiently and effectively, institutional leaders play an important role in influencing and moving subordinates to achieve organizational goals.

In leading an organization, a leader has to deal with problems that require solutions through quick, precise, and accurate decision-making. A leader in the leadership process must make decisions in carrying out activities. The decision-making process is a fundamental activity in the organization (Gitosudarmo, 2000). The same thing was also stated by Sabri (2013) that "decision making is an urgent matter for everyone, especially for managers. The existence of a leader in his leadership can be seen from the various forms of policies and decisions he takes.

Decisions can be found at every level of leadership, as stated by Raihan (2016). It is starting from the highest level (top leader), middle level (middle leader) to the lowest leadership level (low leader). Decision-making is an important step in leadership. In general, a decision is made in order to solve a problem or problem. Every decision made must have a goal to be achieved. According to Hasibuan (2008), a decision will cause an activity or end an activity, because decision making is processed by a decision maker which results in a decision.

This decision-making is very important and is also the most complex political activity in an organization. The critical points in maintaining the stability of policy or decision are complicated basic policies, the rundown of the program, staff and lecturers structure, and

budgeting (Salusu, 2004). However, human resources are also one of the things that contribute to the leadership decision-making system (Susilo et al., 2017) which has an impact on providing the quality of educational services (Ma'sum, 2020; Abu Teir et.al, 2016).

In human resource management, the common stages to go through are planning, recruitment and selection, placement, education and training, work performance assessment, career development, compensation (reward and punishment), and termination of employment (Marwansyah, 2010). It is similarly stated by Mattjik et al (2020) that the placement of a person in a position is a very decisive thing. It is known as the right man in the right place. Anyin Francis, et al., (2012) stated that the stage of human resource planning is also to determine and ensure the number of resources owned by the institution and ensure that a person is placed in a position that matches his expertise.

Leadership and management applied to higher education will have a dynamic impact and be able to change for the better, if they have mutually agreed on basic principles. The changes that occur in higher education management always have a purpose. Changes are made to actualize the ideals of higher education, namely developing science and technology, producing good quality human resources, and doing community service.

Human resources in higher education consist of lecturers, education staff, unit heads, administrative staff, librarians, laboratory assistants, students, and stakeholders. Act no. 20 in 2003 concerning the national education system, it is stated that a lecturer is an educator who has academic quality, competence, certification, is physically and mentally healthy, and meets other qualifications required by the higher education unit where he/she is assigned and has the ability to realize national education goals (The Act of the Republic of Indonesia No. 20, 2003). To recruit a lecturer, the leader refers to Government Regulation No. 37, 2009 which states that "the appointment and placement of a lecturer by the government are carried out in accordance with the provisions of the legislation. The management of lecturers at universities, referring to Government Regulations, is conducted and adjusted with the internal regulations of each campus by stating lecturer recruitment guidelines.

Essentially, lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research and community service. One of the duties of a lecturer in community service is in the form of occupying leadership positions in government institutions or lecturers who must do additional tasks at universities. Those tasks are serving as vice-chancellors, heads of institutions/units, deans, vice deans, directors of post-graduate programs, heads of departments, secretary of departments, head of study programs, and study program secretaries (Aziz, 2016).

For the placement of lecturers who receive additional tasks, they have fulfilled certain criteria in accordance with the statutes and regulations used. The length of working experience time, the carrier level, and the suitability of education or training are factors to consider in the placement of lecturers who get additional tasks. The knowledge or educational background should be suited to the additional tasks given, for example, the

duties of the head program. The study will be better if it is suitable for the educational background. As stated by Musfah (2015), if the head of the study program is not a lecturer with an educational background according to the study program he leads, then the scientific development (lecturer) of the study program consortium will not run smoothly.

Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 concerning National Standards for Higher Education, article 27 paragraph 8 states that "a lecturer in undergraduate programs must have the minimum academic qualifications of a master's degree or an applied master's degree relevant to the study program (Regulation of the Minister of Research, Technology and Higher Education RI, 2015), while for the placement of new lecturers or mapping of new lecturers, information about the educational background of the lecturers and the availability of formations also determine the decision making for the distribution of additional tasks for lecturers Aziz (2016). Elrehail et al. (2020) stated that the placement of a person in his work, including appropriate or professional lecturers, human resource development, and having experience and length of work certainly has an impact on the productivity or performance of a lecturer.

Many things have changed and developed Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda (UINSI Samarinda) which is in a transformation status. One of the changes is in the management of lecturers. As stated by Mattjik et al (2020), it includes planning, recruitment, selection, placement, and setting of shared jobs until retirement. In fact, based on the researcher's initial observations, the placement of lecturers who get additional tasks is not in line with the statutes of the institution. The statute contains provisions regarding additional duties/certain positions. As in Article 43, it is stated that the requirements to become a dean are at least a head lector (PMA Number 13, 2017a). Likewise, the requirements for the head of the study program in article 52, states that the head of the study program must have an educational background according to the relevant department (PMA Number 13, 2017). There is also an assumption that there is unequal treatment given by the leader of the institution to lecturers who have the same rank and position in giving additional tasks. There are signs that lead to the likes and dislikes of the leadership. From the reality found in this university, according to the researcher, it is very interesting to study leaders' decision-making in lecturer management. Therefore, the formulation of the research objectives is how to manage lecturers at UINSI Samarinda and how the leader made decisions in lecturer governance at UINSI Samarinda.

B. Literature Review
1. Concept of Decision-Making

Decision-making is the daily work of management. The life of an executive officer, manager, chairman, director, chancellor, governor, president, or any official always struggles with decisions (Salusu, 2004). Most of the time should be devoted to problem-solving and decision-making. A decision is a process of tracing the problem that starts from the background of the problem, identification of the problem to the formation of conclusions or recommendations (Fahmi, 2016), (Salusu, 2004), (Hasibuan, 2008). This

recommendation is applied as a basic guideline in decision-making. According to Machali & Hidayat (2016), a decision is the result of a solution taken by a leader firmly, so every decision-maker must be responsible for the risks of the decisions he makes.

There are two types of decision classification (Fahmi, 2016), namely programmed and non-programmed decisions. Meanwhile, the decision-making model (Rivai & Murni, 2012) groups it into two models, namely the classical model and the administrative model. Decision-making includes matters related to collecting facts. Collecting facts and data contributes to leaders in decision-making (Susilo et al., 2017).

Simon quoted by Fahmi (2016) said that decision-making takes place through four stages, namely intelligence, design, choice, and implementation. In Rivai & Murni's (2012:) theory, the decision-making styles include Directive, Analytical, Conceptual, and Behavioral. The essence of management is human relations in the form of the ability to communicate decisions to be implemented. In decision-making, according to Nawawi (2012), there are seven factors that influence decision-making. Those seven factors are: a. Stressful conditions, b. Institutions/regulations, c. Personality and intelligence, d. Information/data quality. e. Political considerations, f. The level of uncertainty of the chosen alternative, and g. Values.

2. Higher Education Leadership Concept

In Act No. 20 of 2003 article 19 paragraph 1 concerning the national education system and *Permenristekdikti* No. 44 of 2015 concerning National Standards for Higher Education, it is stated that higher education is a level of education after secondary school which includes diploma programs, undergraduate programs, master programs, doctoral programs, professional programs, specialist programs organized by universities based on Indonesian culture. The head is the rector for the university or institute and the chairperson for the college. According to article 29 paragraph (3) of Act No. 20 of 2003, it is stated that the leader of higher education institutions in carrying out their duties is assisted by the Vice-Rector for universities or institutes. This is in line with the UINSI Samarinda rules. The rector's duties are assisted by the Vice Rector consisting of the Vice-Rector for Academic and Institutional Development who assists the Rector in the academic and institutional fields, the Vice-Rector for General Administration, Planning and Finance, and the Vice-Rector for Student Affairs and Cooperation (PMA Number 4, 2015).

For academic implementation in the field of education, it can be in the form of faculties, departments, or laboratories. The faculty coordinates and or carries out academic and or professional education in one or a set of certain branches of science, technology, and or art. Institutionally, the faculty consists of elements of faculty leadership. The leadership element consists of the dean and vice dean whose duties are in accordance with their respective fields (Abbas, 2009). From the previous explanation, it can be understood that what is meant by leadership depends on the level. If it is about the leadership at the university level, it consists of the rector and vice-rector, the staff, and the deans of faculties. If it is the leadership at the faculty level, it consists of the dean, the deputy deans, their staff, the head of the department, and the head of the study program.

3. The Role of Leaders in Decision Making

If a leader cannot make decisions, he should not be able to become a leader (Rivai & Mulyadi, 2012). Decision-making in behavior review reflects the character of a leader. According to Sudharta et al (2018), a good leader is someone who has a good personality too. Therefore, to find out whether the decision made is good or bad, it is not only judged after the consequences occur but through various considerations in the process. According to Rivai & Murni (2012) and Ejimabo (2015), a decision-making action is a form of leadership.

4. University Management and University Lecturers

According to Gunawan (2011), management in education consists of two forms, namely: a) Administration of university management and b) Administration of school management. higher education management is a structure and process that is made based on the decisions of higher education institutions which include the role of certain groups in the institution and involve decision-making practices. Higher Education Management is an activity of implementing higher education pathways, levels, and types which include higher education autonomy, management, and accountability of higher education administration with the principles of accountability, transparency, non-profit, quality assurance, effectiveness, and efficiency (Abbas, 2009).

Higher education management can be interpreted as higher education management activities and empowerment of educators and education staff in order to achieve the success of tri dharma activities (Aziz, 2016; Sudiyono, 2004). The lecturer is the person who is responsible for the implementation of learning and education for students Musfah (2015), so the qualifications and competence of lecturers are an absolute requirement for guaranteeing the quality of learning received by students.

Lecturer management consists of several stages. Those are planning of lecturer recruitment, recruitment process (Marwansyah, 2010: 106), online selection system, and placement. The first stage is the Planning of lecturer recruitment (the need-analysis) lecturers. Human resource planning as the first and foremost practice plays an important role in human resource management. Planning includes determining the quantity and quality (Aslam et al, 2014; Agustin & Kurniawan, 2015).

The second process is the recruitment process. The recruitment process (Marwansyah, 2010: 106) is a process to find and attract qualified applicants to work in an organization. For tertiary institutions, the recruitment and selection of lecturers are based on the strategic plan for the scientific development of the department/study program as well as the competence and ratio of the lecturer-student Mattjik, et al (2020). Azmy (2018) suggests that the recruitment process of an institution greatly determines the motivation and performance of workers. The recruitment process includes recruitment sources, recruitment methods, and recruitment stages. Daniel et al., (2014) stated that determining the strategy used to recruit, select and place someone in the organization is very important.

The third stage is online selection. The online selection system includes administrative selection, basic competency tests, and field competency tests. There are two types of approaches in the selection process, namely: successful hurdles and compensatory approaches. The stages in the selection aim to get a worker who matches the qualifications of the institution. Through this process, the best talents and other advantages possessed by applicants will also be filtered (Azmy, 2018).

The fourth stage is placement. According to Marwansyah (2010), Placement is "setting new task or returning to the previous task of a worker/prospective lecturer to a new job or position. In order to fulfill the positions properly implemented, the first consideration should be guided by "what is the task", then "who is the suitable person". "What is the task" must be based on the job description and responsibilities to be carried out in the position. "Who is the suitable person" is based on the job specification (Hasibuan, 2008; Mattjik et al, 2020).

The fifth stage is education and training. Organizational development is carried out by providing education and training to members and employees of an organization (Manamzor, 2016). Conducting training will also create innovation and creativity in one's work (Sheeba, et al, 2020). Efforts that can be done to achieve this include: assistantship, lectures conferences, seminars, guided discussions, workshops, programmed instructions, special assignments, coaching, research projects, and courses (Suharso, 2014).

The sixth stage is career development. Career development is also related to work performance Nadarajah et al., (2012). The promotion of academic positions/lecturer ranks is an integral part of the career development of lecturers. The seventh stage is the performance assessment. Based on Aziz (2016: 115), lecturer performance assessment is an intrinsic analytical process in the implementation of quality teaching, research and community service. Human Resource Department planning in an institution, training and development carried out has a significant correlation with organizational performance. This is based on the results of research from Qudah et al., (2014).

Some researchers have conducted similar research, such as: Mattjik et al (2020) focused on Managing Human Resources in Higher Education: Managing Lecturers, Elrehai, et al (2020) tried to find out the Employee satisfaction, human resource management practices, and competitive advantage, Mahmud, et al (2019) dig the data on the Impact assessment of training needs on employee performance, Kusumawati (2015) uncovered the Higher Education Human Resources Development and Daniel, et al (2014) showed the recruitment, selection and placement of human resource in adult education organization: implications for the management of adult education Borno State Nigeria.

Based on the results of previous studies, it can be identified that related research on decision-making has been carried out by previous researchers. However, there are differences in this research compared to previous research. In this study, the researcher observed the decision-making by higher education leaders in lecturer management at UINSI Samarinda. There are differences. The first is in terms of material. This research is focused on the decision-making of higher education leaders in lecturer management. The second is in terms of methodology. Most of the writers in the previous research conducted

research on decision-making using quantitative methods. However, the writers in this research used qualitative research methods. The third is in terms of the research object. This research is conducted at UINSI Samarinda, one of the Islamic higher education institutions, the only one in East Kalimantan and North Kalimantan.

C. Research Methodology

This type of research is qualitative research (Bogdan & Biklen, 1982) using a case study approach (Yin, 2002). Data collection techniques are in-depth interviews using an interview guide (Hardani, 2020), observation (Ni'matuzahroh & Susanti, 2018), and documentation. Interviews were conducted with the UINSI Rector, Vice Rector I, Vice Rector II, Vice Rector III, the Deans of faculties, and lecturers of UINSI Samarinda. Data analysis techniques of interactive data analysis are data collection, data condensation, data presentation, and conclusion drawing (Miles, et al, 2014). The validity of the data was tested with credibility, transformability, and confirmability. For the validity of the data, the researchers used triangulation (Kusumastuti & Khoiron, 2019). This research focuses on the decision-making of university leaders in lecturer management.

D. Research Findings and Discussion
1. Lecturer Management at UINSI Samarinda

Based on the interview results and researchers' documentation, supported by observations, it was found that planning for lecturers in UINSI Samarinda carried out a needs analysis by asking each faculty to identify the needs of its lecturers in accordance with the statutes of UINSI Samarinda. This is also stated by Salama et al. (2015), Susilo et al., (2017), and Mattjik, et al (2020). In human resources planning, UINSI Samarinda makes plans and proposals based on the needs and rationalization of the real situation. However, the formations decided by the central government are only a few and slightly facilitated. There are not in line with the proposal.

Regarding the recruitment of lecturers at UISI Samarinda, the researcher received information that recruitment info was shared widely with all those who are entitled to take part in the appropriate formation stated in the recruitment provisions. The announcement is made 15 days before the D day and applicants are asked to access the selection system for prospective state civil servants in the 2019 scans portal and go to the http://sscasn.bkn.go.id portal.

From the findings of this study, the conclusion can be drawn that the implementation of recruitment at UINSI Samarinda is carried out online. It means that access to information about the recruitment system is open and transparent. Furthermore, in the selection stage, based on the information obtained, there are several stages, namely: administrative selection or document selection, and competency selection. According to the researcher, the system and selection stages carried out at UINSI Samarinda are good and transparent. This has an impact on the process of identifying and selecting people from a group of applicants who are the most suitable or most qualified for certain

positions. These steps are important in finding reliable human resources (Ivancevich, 2007; Daniel et al., 2014).

The information about the number of participants to be candidates for civil servants was obtained from the implementing team for the selection of civil servants candidates of the Ministry of Religion, the UINSI Samarinda work unit. The team identified participants who took part in the selection process or who successfully registered for the candidates selection as many as 171 people. They would fill the formation of 42 lecturer formations. This data is based on the documentation obtained by researchers in the field.

This indicates that the competition in the selection process is quite tight, with around 25% hired from all applicants. Applicants must take the basic competence selection and it is the test via a computer or what is known as the computer assessment test (CAT). CAT consists of the personal characteristics test, general intelligence test, and the national insight test. The participants must achieve a passing grade on each of these tests. For the practical work/microteaching test, based on the results of the data obtained in the field, it is known that there is the implementation of the rules. The rule for the maximum time of the microteaching test is 23 minutes/person and assessed by 3 raters. The aspects assessed consisted of Microteaching Observations (pre-learning, core learning, learning strategies, learning media) and Interviews in Microteaching (Mastery of the chosen position, teaching experience, foreign language competence, and IT competence).

Researchers find out the different characteristics between public universities and Islamic universities in terms of recruitment and selection of civil servants, especially for lecturer recruitment. The differences are found in the interview process. It involves the aspect of having good religious observance and inclusive religious attitudes which includes reading/writing/ understanding the Qur'an well and correctly. It will be preferred more if the candidates are able to read and write the Qur'an well and have achievements in the field of religion/ both in terms of reading and writing the Qur'an. The candidates are also demanded to have religious inclusive thinking. All these Islamic tests were carried out at UINSI Samarinda as the characteristic of educational institutions with Islamic nuances.

The intention of the test carried out by UINSI Samarinda is to dig deeper into information about the participants' skills and knowledge of prospective lecturers. It is an accurate strategy to find out the best talents and superior competencies of human resources who will be recruited at UINSI Samarinda. This is as stated by Azmy (2018), and Anggreni & Suartini (2019).

From the results of the documentation in the field, it was identified that the announcement about the selection results of basic competencies is designed at most 3 (three) for each total number of formations needed. Even though the formation needed by the university is only one lecturer, for the formation of Islamic Religious Education lecturers as an example, the announcement of the basic competency selection test would mention 3 people who passed the test. Then, they were announced to continue taking the further test. From this information, it can be identified that the competitive selection process of the civil servant as lecturer candidates at UINSI Samarinda must be good and those candidates must join two stages of the test. The candidates must pass the document

selection process and they must also pass the basic competency selection and field competency selection stages. The results of this study are supported by the results of research conducted by Joni et al, (2014).

The placement of civil servant candidate of lecturers, who have just been inaugurated as civil servants in the UINSI Samarinda, is based on the formation and the needs of the faculty. Then, this placement process would be followed by giving the new lecturer additional duties. It could be as a vice-rector, dean, deputy dean, head of the department, secretary of the department, head of the study program, secretary of study programs, and heads of units in UINSI Samarinda. Based on the results of observations and interviews with researchers' informants about the placement of lecturers who have additional duties in UINSI Samarinda, all additional positions are fulfilled. However, there are some new findings. Those findings are: 1. even though the requirements to serve as dean of a faculty must be a doctoral program graduate (S3) with the functional position of head lector, there is one person in this position who has not fulfilled these requirements. However, he was not in his position for too long. It was only about 1 year and new officials are appointed again. Then, the new officials met these requirements. This case is contrary to the UINSI statute which states that the requirements to become a dean are a doctoral program graduate (S3) and the lowest functional position as a head lector. Unluckily, the thing which has happened is that the person has not fulfilled the requirement. He has no functional position of head lector. Likewise, it is the case of finding indications about unfair treatment of people who have the same rank and position. Thus, the dean's position is vacant. This is found in the case of the vacancy of vice dean II FASYA. In this case, according to the researcher, it can be stated that the management of lecturers, especially in the placement of lecturers with the tasks, is still weak and requires transparency.

From these findings, it is hoped that the leader can improve and organize more professionally in the management of lecturers. Based on the results of research conducted by Chairunnisa (2015), a university must have good governance. In UINSI, there are still several heads of the study program, especially the head of post-graduate study programs, who have not possessed the requirements yet even though the requirement to be the head of the study program at the post-graduate level is holding a functional position as a head lector. This is not in accordance with the provisions of the UINSI Samarinda statute article 52 which states that the requirement to be the candidate for the Chair of the Study Program for Masters/Postgraduate is that the candidates must have the functional position of Head Lector. Among 6 heads of post-graduate study programs, only 1 head has the functional position of head lector while the rest are still lectors. After being investigated more deeply, there are several reasons. The first reason is that those competent candidates who fulfill the requirements did not want to serve as the head of study programs. The second reason is that there are no human resources who meet the requirements in the statutes. Therefore, the leader must appoint the head of the study program for the sake of lecturing and running campus activities.

From the information obtained by researchers, it was identified that there were 4 lecturers who moved from UINSI Samarinda to other universities. All of them moved to

universities on Java island because they were Javanese. It happened because they were already met the conditions which mentioned that they had at least 5 years served in the place of duty. Moreover, the female lecturer who moved from UINSI Samarinda to another university was under the reason of following her husband.

From the interview results, the researchers obtained the information that the candidates of civil servant lecturers who took part in basic or pre-duty education and training were about 28 people who participated in education and training. They were 11 women and 17 men. The institution gave education and training permits in the form of pre-duty training which is indeed according to the provisions of the Indonesian Government Regulation No. 11 of 2017. It is concerned with the management of civil servants. For civil servant lecturers, the institution provided opportunities and permits to continue their doctoral education (S3), either through study permits or study duty. Meanwhile, the training provided on campus for lecturers is numerous. Those training were suitable for the needs and developments of the times.

From the above findings, it can be concluded that the UINSI Samarinda campus has provided facilities by giving the license for lecturers to take higher education. This is proof that UINSI Samarinda gave support for education and training as well as continuing doctoral education for lecturers who are still masters. The license for lecturers to take higher education is either with study permits or study duty. The training of upgrading certain skills is facilitated by the campus either inside the campus or outside the campus. The outside campus training was conducted with the cooperation between the campus and colleague institutions (Kusumawati, 2015; Nuraeni, 2012; Mahmud et al, 2019).

In terms of career development and lecturer performance assessment, it was found that the career of lecturers is directly proportional to their education and rank at UINSI Samarinda and it cannot be denied. It is because one of the requirements to become a lecturer who has additional tasks called leader at the institution is to have completed S3. Therefore, those who had not completed S3 were sorted. In fact, it is generally that lecturers who had completed their doctoral study (S3) could improve their lecturers' careers and they were given the trust by the rector to carry out additional duties. The duties are at least as head of study programs at UINSI Samarinda. It results in receiving compensation in the form of additional allowances.

2. Leader's Decision Making in Lecturer Management at UINSI Samarinda

Planning for lecturer needs in a higher education institution is the basis for the promotion and placement of lecturers nationally. The proposal was submitted at a regular meeting of the rectorate leader. Then, it is communicated by the deans to the heads of each study program. Thus, it appears that decision-making on needs analysis at UINSI Samarinda runs a bottom-up system. However, in reality, sometimes, the final decision from the central government is not appropriate to the needs. When it is announced, the formation of civil servant acceptance in UINSI Samarinda is different from the needs. This supports the research of Anggreni & Suartini, (2019). The Mondays meeting serves as a media of coordination and informing the lecturer's need analysis. It is effective in

conveying matters which require handling information, coordination, and action. Unless there is an emergency, they didn't wait for the leader meeting to communicate and coordinate.

About the decision-making in determining the selected candidates for civil servant recruitment in UINSI Samarinda, it was found that the central government had determined the references, criteria, and aspects that must be assessed as well as the provisions for the highest score in each aspect. It is certainly very easy to decision making. It means that the determination of the criteria and scoring of the assessment is a clear selection. This decision-making supports the results of research conducted by Tahel & Kurniawan, (2014). However, their research used a quantitative system in decision making, using ANP.

The placement of civil servant candidates who have just been accepted as civil servants in the UINSI Samarinda work unit is formally placed as a lecturer. The place of work depends on the policy and agreement of the UINSI Samarinda leader. In this case, the rectorate leader and the dean in each faculty would set the decision for the new civil servants' workplace. The consideration in the placement is the competence of the civil servant candidates for lecturer and the suitability of the scientific field with the specified place as well as the proportion of human resources in the institution. The next step is the placement of lecturers who have additional tasks in the UINSI Samarinda environment. Based on the results of observations and interviews of researchers with informants about the placement of lecturers who have additional tasks within the IAIN Samarinda environment, all additional positions or assignments are fulfilled by UINSI Samarinda lecturers. However, there are some findings that are still not in accordance with the UINSI Samarinda statutes. In this case, it is the rector's prerogative, but the Rector still asks for suggestions from certain parties such as the vice-rector as a consideration in making decisions. This finding supports the previous findings found by Ejimabo (2015) and Chairunnisa (2015). The finding states that a university leader, the rector, is the center of power or policy maker. It is one of the contributions of classical theory in organizational models and administration based on assumptions about the characteristics of the leader. Sometimes the rector uses his authority in the decision-making process. However, the main justification for bureaucratic action is its consistency with the rules and regulations of superiors.

Researchers analyzed further the finding. There were still discrepancies between certain job requirements and those in the office. The reason was that the human resource who met the requirement did not want to take the duty. Therefore, the placement of human resources who did not meet the requirements in the statutes is for the sake of the lecturing and campus activities. The leader took this policy of hiring lecturers who were suitable to the study program's knowledge even though the functional positions had not been fulfilled. This means that the leader took the policy for the smooth running of the organization in achieving its goals. At the same time, the leader gave the lecturer in charge the opportunity to join the training and to study in higher education in an effort to fulfill the requirement mentioned in the statutes. This finding supports the theory put forward

by Nawawi (2012) that there are seven factors that influence decision-making, one of which is pressing conditions (Dwiyanto, 2017).

About the decision-making in accepting lecturer mutations, from the research finding, it can be seen that the request for mutations also happened. The lecturers, who proposed the mutation, submitted a mutation document (the required graduation decree) or document which could be used as material for leader consideration. Then, it is used for discussion in leaders' meetings. During the leaders' meeting, the needs will be seen, whether they might give benefits or harm. The leader always facilitates and maintains the balance and condition of human resources owned by the campus. Regarding any mutations, it has been considered and it is the best decision for both parties, either for the individual lecturers themselves or the UINSI Samarinda campus (Wahyudi, 2009).

For education and training, based on the requirement, participating in pre-duty training for civil servant candidates is one of the requirements to be a civil servant. All leaders of UINSI Samarinda are very supportive of this training involvement in their decision-making. Meanwhile, giving permission to UINSI Samarinda lecturers to carry out further studies or doctoral programs is determined by the leader. The leaders always provide flexibility to lecturers who want to continue studying, because all leaders are very aware of the development and the importance of further studies for HR professionalism. The findings state that the leader of UINSI Samarinda strongly encouraged lecturers who wanted to continue the doctoral program and opened the widest opportunity for lecturers to continue their doctoral studies. This is also an excellent strategy with bigger risks. The risk is that when the lecturer is still in college, the lecture is helped a lot by external lecturers from other universities. Thus, there is a lot of finance for the salary of external lecturers. However, all of the efforts will be paid off if the permanent lecturers of UINSI Samarinda complete their doctoral degrees and teach again at UINSI Samarinda. This finding strongly supports research conducted by Rahma & Kusumah (2019).

Regarding career development, academic promotion/lecturer rank is an inseparable part of lecturer career development. Thus, the assessment mechanism and process of academic promotion/lecturer rank are integrated online. Based on the findings, it is known that there are several lecturers who feel burdened and have difficulty with the new regulations in terms of promotion. In short, a lecturer must have four basic competencies, namely: pedagogic competence, professional competence, personality competence, and social competence. In case of promotion, during his career, the lecturer must write articles regularly and submit the article to reputable journals. These findings support the research conducted by Dian Putra's research (2015).

The steps taken by the leader of UINSI Samarinda in dealing with lecturers who have problems in the promotion are calling and motivating UINSI Samarinda lecturers. In the first step, the leader identified lecturers who had problems submitting their promotional documents. This information could be gotten from the administration department of lecturers' ranks. However, the efforts made have not been maximized so they have not been able to increase the enthusiasm and motivation of lecturers in fulfilling the

requirements to apply to a higher level. This finding supports the research conducted by Anggreni & Suartini, (2019).

In the UINSI Samarinda, the promotion of lecturers can be proposed after completing the file which includes the tri dharma of higher education. It must be added with the supporting documents, Mattjik, et al (2020). Then, the documents were further verified by the unit of organization, staffing, and regulation. After being verified by the unit, the documents were sent to the advisory board of positions and ranks of UINSI Samarinda. Next, the documents were forwarded to the central HRD for those who apply for a higher level. The HRD would announce the technical steps and last date to input the documents for promotion every December and June. Only lecturers who have fulfilled the requirement gave a response. The starting date of duty on April 1 is usually announced in December and the starting date of duty in October is usually announced on June 1. About the decision-making process, whether a lecturer is approved for the proposed level or not, the lecturer must meet the qualifications. The first qualification is having good behavior as evidenced by the lecturer's working performance. The lecturer's performance is assessed by his direct supervisor. The next requirement is completing the file. It must be approved in the meeting of the advisory board of positions and ranks UINSI Samarinda to be forwarded to the central HRD.

E. Conclusion

This research is on the topic of lecturer management at UINSI Samarinda. The lecturer management there includes planning (needs analysis), recruitment and selection, placement, education and training, career development, and work performance assessment. It can be concluded that lecturer management at UINSI Samarinda runs dynamically and leaders' decision-making is in the form of strategy or local wisdom. This institution can be used as a model for lecturer management and is able to set the innovative leader in decision-making.

BIBLIOGRAPHY

Abbas, S. (2009). *Manajemen Perguruan Tinggi: Beberapa Catatan,* Kencana.

Abu Teir, Raed A.S, & Zhang, Ren-Qian. (2016). *The current Practices of Human Resource Management in Higher Education institutions in Palestine*. 4(1).

Agustin, Y. H., & Kurniawan, H. (2015). *Sistem Pendukung Keputusan Penilaian Kinerja Dosen Menggunakan Metode Weighted Product (Studi Kasus: Stmik Pontianak)*. 6.

Anggreni, P., & Suartini, N. W. (2019). *Strategi Pengembangan Sumber Daya Manusia Di 3 Perguruan Tinggi Dalam Menghadapi Persaingan Global (Studi Pada Universitas Di Provinsi Bali). 1*, 9.

Anyim Francis C., Joy Onyinyechi Ekwoaba, Ideh Dumebi Anthony. (2012). The Role of Human Resource Planning in Recruitment and Selection Process, *British Journal of Humanities and Social Sciences*, 6(2)

Arikunto, S., & Yuliani, L. (2008). *Manajemen Pendidikan*. Aditya Media.

Aslam, H. D., Aslam, M., Ali, N., Habib, B., & Jabeen, M. (2014). Human Resource Planning Practice in Managing Human Resource: A Literature Review. *International Journal of Human Resource Studies*, *3*(1), 200. https://doi.org/10.5296/ijhrs.v3i1.6253

Aziz, S. (2016). *Manajemen Mutu Perguruan Tinggi: Koereksi dan Implementasi*. Gaya Media.

Azmy, A. (2018). *Recruitment Strategy To Hire The Best People For Organization*. *1*(2), 16.

Bogdan, Robert C, & Biklen, Sari K. (1982), *Quality Research for education: An introduction to theory and methods,* Boston: Allyn and Bacon

Chairunnisa, C. (2015). *Hubungan Tata Kelola Universitas Dan Profesionalitas Dosen, Dengan Mutu Layanan Pendidikan*. *2*(3), 16.

Daniel, D. A., Sanda, D. A. A., & Midala, A. S. (2014). Recruitment, Selection and Placement of Human Resource in Adult Education Organisation: Implications for the Management of Adult Education Borno State Nigeria. *Journal of Education and Practice*, 6.

Dian Putra, Y. (2015). Dosen Indonesia VS Dosen Swedia: Pengembangan Dosen Untuk Menghadapi Masyarakat Ekonomi Asia Tenggara. *Eksekutif*, *12*(2).

Dwiyanto, H. (2017). *Manajemen Sumber Daya Manusia Madani Di Universitas Negeri*. *3*(2).

Elrehail, Hamzah at.al. (2020). Employee satisfaction, human resource management practices and competitive advantage The case of Northern Cyprus, *European Journal of Management and Business Economics, 29(2), 2020*

Ejimabo, N. O. (2015). An Approach To Understanding Leadership Decision Making In Organization. *European Scientific Journal, 11*(11), 2015

Fahmi, I. (2016). *Teori dan Teknik Pengambilan Keputusan: Kualitatif dan Kuantitatif*. Rajawali.

Gitosudarmo, I. (2000). *Perilaku Organisasi*. BPFE Yogyakarta.

Gunawan, Ary H. (2011). *Administrasi Sekolah Administrasi Pendidikan*. Rineka Cipta

Hardani (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Pustaka Ilmu.

Hasibuan, Malayu. S. P. (2008). *Manajemen: Dasar, Pengertian, dan Masalah*. PT Bumi Aksara.

Ivancevich , J.M. (2007). *Human Resource Management*. McGraw-Hill.

Joni, Adi Baskara ,I. D. M., & Bagus Ariana, A. A. G. (2014). *Sistem Pendukung Keputusan Seleksi Penerimaan Dosen Tetap Yayasan Dengan Metode Fuzzy-Ahp*. *1*(2).

Kusumastuti, Adhi & Khoiron, Ahmad Mustamil (2019). *Metode Penelitian Kualitatif.* Lembaga Pendidikan Sukarno Pressindo

Kusumawati, E. (2015). Pengembangan Sumber Daya Manusia Perguruan Tinggi. *Konferensi Nasional Ilmu Pengetahuan dan Teknologi (KNIT)*, 2015

Ma'sum, Toha. (2020). Eksistensi Manajemen Pemasaran dalam Membangun Citra Lembaga Pendidikan, *Jurnal Intelektual: Jurnal Pendidikan dan Studi Keislaman,* 10(2), 2020

Machali, I., & Hidayat, A. (2016). *The Handbook of Education Management*. Prenadamedia Press

Mahmud, K. T., Saira Wahid, I., & Arif, I. (2019). Impact of training needs assessment on the performance of employees: Evidence from Bangladesh. *Cogent Social Sciences*, 5(1), 1705627. https://doi.org/10.1080/23311886.2019.1705627

Manamzor, F. L. (2016). Training Needs Assessment of Academic Staff of Polytechnics in Ghana: Bolgatanga Polytechnic Perspective. *IOSR Journal of Business and Management*, 18(10), 121–129. https://doi.org/10.9790/487X-181005121129

Marwansyah. (2010). *Manajemen Sumber Daya Manusia*. Alfa Beta.

Mattjik, M., Akbar, M. & Yasin, M. (2020). Managing Human Resources In A Higher Education Institution: Managing The Lecturers, *International Journal of Scientific & Technology Research, 9*(1), 2020

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebooks (3rd ed.). SAGE Publications, Inc.

Musfah, J. (2015). *Redesain Pendidikan Guru: Teori, Kebijakan dan Praktik*. PrenadaMedia Group.

Nadarajah, S., Kadiresan, V., Kumar, R., Kamil, N. N. A., & Yusoff, Y. Mohd. (2012). The Relationship of HR Practices and Job Performance of Academicians towards Career Development in Malaysian Private Higher Institutions. *Procedia - Social and Behavioral Sciences*, 57, 102–118. https://doi.org/10.1016/j.sbspro.2012.09.1163

Nawawi, H. (2012). *Manajemen Strategik: Organisasi Non Profit Bidang Pemerintahan dengan Ilustrasi di Bidang Pendidikan*. Gadjah Mada University Press.

Ni'matuzahroh and Susanti Prasetyaningrum (2018), *Observasi Teori dan Aplikasi dalam Psikologi*, Malang: Universitas Muhammadiyah

Nuraeni, Y. (2012). Perancangan Sistem Informasi Penjaminan Mutu Perguruan Tinggi Bidang Sumber Daya Manusia. *Jurnal Sistem Informasi*, 6(1), 32. https://doi.org/10.21609/jsi.v6i1.276

Priyatna, M. (2017). Manajemen Pengembangan SDM Pada Lembaga Pendidikan Islam. *Edukasi Islami: Jurnal Pendidikan Islam*, 5(09), 21. https://doi.org/10.30868/ei.v5i09.87

Qudah, M. K. M. A.-, Osman, Dr. A., Halim, Dr. M. S. A., & Shatanawi, H. A. A.-. (2014). The Effect of Human Resources Planning and Training and Development on Organizational Performance in the Government Sector in Jordan. *International Journal of Academic Research in Business and Social Sciences*, 4(4), Pages 79-85. https://doi.org/10.6007/IJARBSS/v4-i4/755

Rahma, F. N., & Kusumah, M. W. (2019). Proses Pengambilan Keputusan Efektif Islami di Sekolah (Studi Kasus di MTs al-Imam Cikembar Kab. Sukabumi). *Jurnal Kajian Peradaban Islam*, 2(2), 13–21. https://doi.org/10.47076/jkpis.v2i2.20

Raihan, R. (2016). Pengambilan Keputusan Dalam Kepemimpinan Manajemen Dakwah. *Jurnal Al-Bayan: Media Kajian Dan Pengembangan Ilmu Dakwah*, 22(2). https://doi.org/10.22373/albayan.v22i34.880

Rivai, V., & Mulyadi, D. (2012). *Kepemimpinan dan Perilaku Organisasi*. RajaGrafindo Persada

Rivai, V., & Murni, S. (2012). *Education Management, Analisis Teori dan Praktik*. RajaGrafindo Persada.

Sabri, A. (2013). Kebijakan Dan Pengambilan Keputusan Dalam Lembaga Pendidikan Islam. *Al-Ta lim Journal*, *20*(2), 373–379. https://doi.org/10.15548/jt.v20i2.34

Salama, A., Wijaya, A. F., & Hermawan, H. (2015). Perencanaan Kebutuhan Tenaga Kependidikan Berdasarkan Analisis Beban Kerja di Lingkungan Perguruan Tinggi (Studi pada Program Pascasarjana Universitas Brawijaya). *Wacana Journal of Social and Humanity Studies, 18*(4), Article 4. https://doi.org/10.21776/ub.wacana.2015.018.04.6

Salusu, J. (2004). *Pengambilan Keputusan Strategik: Untuk Organisasi Publik dan Organisasi Non Profit*. Grasindo.

Sheeba, M. Jyothi, & Christophe, Prabu B. (2020). Exploring The Role Of Training And Development In Creating Innovative Work Behaviors And Accomplishing Non-Routine Cognitive Jobs For Organizational Effectiveness. *Journal of Critical Reviews*, *7*(04). https://doi.org/10.31838/jcr.07.04.49

Sudharta, Vonnny Angeli et al. (2018). Kepribadian Yang Baik Untuk Keefektifan Kepemimpinan Kepala Sekolah. *Jurnal Administrasi dan Manajemen Pendidikan, 4*(1), 2018.

Sudiyono. (2004). *Manajemen Pendidikan Tinggi*. Rineka Cipta.

Suharso, Y. (2014). *Pengambilan Keputusan Pembinaan Karier Dosen Perguruan Tinggi Swasta*. *9*(1).

Susilo, H., Astuti, E. S., & Wiyata. (2017). Analyzing And Modeling The Role Of Human Resource Information System On Human Resource Planning At Higher Education Institution In Indonesia. *Russian Journal of Agricultural and Socio-Economic Sciences*, *68*(8), 118–124. https://doi.org/10.18551/rjoas.2017-08.14

Tahel, F., & Kurniawan, H. (2014). *Sistem Pembuatan Keputusan Penetapan Calon Sertifikasi Dosen Menggunakan Analytical Network Process (Anp)*. *3*(2), 12.

Wahyudi. (2009). *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajar (Learning Organization)*. Alfa Beta.

Yin, R.K (2002). *Studi Kasus (desain dan metode).* (Terjemahan Djauzi Mudzakir. PT Raja Grafindo Persada