

Human Resource Development for Acceleration of Study Program Accreditation at Gorontalo State University

Udin Hamim

State University of Gorontalo, Faculty of Social Science, Gorontalo, Indonesia

Correspondence Author: Udin Hamim, State University of Gorontalo, Faculty of Social Science, Gorontalo, Indonesia
E-mail: udin_hamim@ung.ac.id

Received date: 12 August 2018, **Accepted date:** 15 October 2018, **Online date:** 4 November 2018

Copyright: © 2018 Udin Hamim, This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Abstract

Competence and character that human resources in carrying out creative, innovative, accurate, effective, efficient and productive work systems and able to create a positive climate and organizational culture are the objectives to answer questions about: (1) How to implement human resource development in acceleration programs Study program accreditation so far? (2) What constraints faced by Gorontalo State University in the implementation of human resource development in the accelerated accreditation program of the study program so far. (3) How is the alternative strategy for human resource development in the acceleration program of the study program accreditation. This study uses a qualitative approach with the aim to examine various phenomena related to the development strategy of the regional apparatus of the pemekaran results and alternative solutions. The results show that the development of human resources is based on the analysis of the position and real needs of each unit, internal coordination, an open recruitment system.

Key words: Development, Human Resources, Acceleration, Accreditation.

INTRODUCTION

College is a public sector organization that has high standards in carrying out its activities both in research activities, education and teaching and community service. According to Shils (Badu.2012) states that the university is a "memorial that constantly reminds the need to research, review, criticize, review old texts and old data, find new data and combine it with old data". In other words, the university becomes an environment that has high standards in various scientific activities and community service, as well as other intellectual achievements. To achieve the leading university in 2035 Gorontalo State University in its development requires regional potential-based innovation through an acceleration program, specifically improving study program accreditation which is expected as a strategic step through mapping the strengths of competency-based human resources and creative, innovative, accurate, effective work systems. efficient and productive and able to create a positive work climate and organizational culture, as stated by Grindle (1997) that capacity building is a set of strategies aimed at improving the efficiency, effectiveness, and responsiveness of performance, by focusing attention on dimensions: (1) human resource development; (2) organizational strengthening; and (3) institutional reform.

Furthermore, it can be explained that in this study, researchers focused on developing human resource capacity because in addition to the empirical factors as described above, there are also theoretical factors, namely from the results of research and research findings, there is no theory and research that specifically addresses capacity development in human resource dimension in the transition area. In this study, the theoretical model used is the result of the construction of the apparatus resource development model proposed by Grindlle (1997). This is determined after the results of theoretical studies by comparing Grindlle's concepts with some of the concepts of experts such as Brown (2001), Morison (2001) and J.S.Edralin (1997) concerning the development of apparatus resources in the framework of capacity building. From these various opinions, the Grindlle Model is more appropriate to answer the problems and objectives of the study, because: first, it is more specifically operationalized in the context of newly formed regions (pemekaran results), for example the issue of resource capacity of the apparatus and in the context of this research emphasizes the development of apparatus resources; secondly, the Grindlle model clearly and comprehensively describes important matters concerning the development of official resources, which are related to dimensions, focus, implementation and factors that can influence the development of human resources themselves.

THE ART OF RESEARCH

1. Capacity Building

The definition of capacity building undergoes development in accordance with the objective needs in carrying out the capacity building process, including the sector being worked on. UNDP in Imawan et.al (2006.20) formulates capacity as the ability of individuals and organizations or organizational units to be able to perform their functions effectively, efficiently and sustainably. Capacity / capacity is defined not as something static but can be endeavored with certain mechanisms. Furthermore, understanding of capacity was also stated by Brown which was quoted by GTZ (2003: 9) that: "What Exactly is "Capacity" and how can it be measured? There is a multitude of concepts and definition about what exactly "Capacity" is Usually they are refer to the abilities of individuals or organizations to perform fuctions and to achieve stated objective. However, capacity means more than technical competence, or the availability of sufficient financial or material resources. The capacity concept includes how such "inputs" area being applied and used to produce certain outputs, results and outcomes, may authors see capacity as something that is dynamic, multidimensional, and directly or indirectly influenced by contextual factors".

The definition underlines that capacity is very complex, not just focused on technical abilities or competencies but also on how to use or apply resources as "output" as a quality output. Further explained that: "Capacity is the ability of an individual, an organization or a system to performs functions and to meet objectives effectively and efficiently. This should be based on a continuing review of the framework conditions, and a dynamic adjustment of functions and objectives". This must be based on ongoing review of various conditions of the framework, dynamic adjustments to various framework conditions, dynamic adjustments to various functions and objectives (GTZ, 2005: 11).

Capacity building can ideally be carried out within an unlimited time span and can even be done without prioritization by obstacles or decreasing the capacity of individuals, organizations and institutions and the changes that occur at any time. From this reason, capacity building can be said as a process to improve the ability of individuals, organizations and institutions with the aim of 1). Analyzing the environment; 2) Identifying problems, needs and opportunities; 3). Formulate strategies; 4). Design an action plan; 5). Use effectively and sustainably the available resources to implement, monitor and evaluate action plans and 6). Use feedback as a learning process.

2. The concept of acceleration

The concept of acceleration as contained in the Acceleration Pillars 2015-2018 (2015) book that acceleration is a working principle, can even be said to be a managerial tool in achieving a long-term vision through a system of institutional acceleration that puts factors (1) time frame; (2) resource management; (3) leadership; (4) decision making; and (5) focus on long-term targets. Acceleration implies that there are several strategic things that are naturally placed at a certain urgency level in achieving goals along with a new spirit. Acceleration is different from regular programs that are routine because acceleration prioritizes innovation and focuses on certain interventions with specific goals: continuous achievement and reputation.

Acceleration is not a shortcut, but a "principle" or paradigm that contains psychological meaning that "big target" can be achieved with vision, innovation and momentum. All opportunities, resources, and partnerships are scrapped and managed so that the long-term aspirations can be "withdrawn" in a relatively short time frame or faster.

3. Human Resource Development Strategy

The phenomenon of the limited capacity of resources needed in public sector organizations both within the government and in universities to carry out organizational tasks, the University should seek appropriate strategies to address these issues. An urgent effort is to develop capacity both at the level of human resources, institutions and local government organizations. As stated by Grindle (1997) that capacity building is a series of strategies aimed at improving the efficiency, effectiveness and responsiveness of organizational performance, by focusing on dimensions: (1) human resource development; (2) organizational strengthening; and (3) institutional reform.

In the context of apparatus resource development, attention is given to the procurement and provision of professional and technical personnel. Activities carried out include training, giving salary / wages, setting conditions and working environment and an appropriate recruitment system. The most urgent acceleration of study program accreditation is the development of human resources, because the human resources of the apparatus are the main factor in the implementation of the government. The implementation of apparatus resource development can be done through sharing activities as stated by several experts that the activities carried out include recruitment, training, incentives, utilization and termination of employment.

Human resource development strategy in the perspective of capacity building through the reconstruction of the concept of Grindle (1997). The model of apparatus resource development can be done through training, advanced education, recruitment, career paths, incentives and empowerment. In order that the development of apparatus resources in the region is more about the target, then in capacity building it is necessary to pay attention to the four basic phases that Grindle, (1997) will go through; first, the design phase, including the involvement of certain constituency parties or donors who can produce results for the human resource development strategy, Second, the project implementation phase in which the executor or unit is selected certain administrative units to start and implement a program. Third, the phase of capability acquisition (a capacity acquisition phase) of various activities and training that occurs as well as the informal experience gained will form new skills including honing insights, talents, potential and work ethic. Fourth, the phase of achievement / performance (performance phase) where the individual capacity will be manifested in the achievement of tasks and the results of the final evaluation.

RESEARCH METHOD

This study uses a qualitative approach by Lincon & Guba (1985) referred to as the naturalistic paradigm with a view to examining various phenomena related to human resource development strategies in higher education and alternative solutions. Data is collected in an integrative way, namely through observation and observation of the relevance of perfect data from various sources, namely:

- 1) The main data source is obtained from the academic and administration section of Gorontalo State University. Sources of data collected in the range of 2012 to 2017 for analysis were carried out. In addition, interviews were also conducted with informants who were selected purposively on research subjects who were considered to master the problems studied, including lecturers, students, leaders, academics, and other sources.
- 2) Data sources are also obtained through literature, secondary data, and documents and so on which are considered as sources of data that can enrich this paper. While data analysis uses interactive model analysis (Miles and Huberman, 1992) which consists of three components of analysis, namely data reduction, data presentation and conclusion drawing.

RESULTS

In carrying out the development of Human Resources, Gorontalo State University actively implements the apparatus development program that has been programmed by the Gorontalo State University Personnel Board as well as the University and faculty leaders, by carrying out various concrete steps namely by promoting good human resource development programs through guidance by the coach the ceremony on every Monday, the circular of the Vice Chancellor to every study program in Gorontalo State University. This was also revealed by Arif Mulyanto, S. Kom., M.Kom, Deputy Dean I Fatek that: In the beginning, there were no institutional initiatives related to the development of human resources, both lecturers and education staff within the State University of Gorontalo Gorontalo, but starting in 2015, through the Vice Chancellor I in the academic field, they took steps to correspond to all study programs in the form of circulars about further study planning and proposals for professors who have fulfilled the requirements. (interview 25 September 2015).

The effort to socialize the human development program by the Vice Chancellor I of the academic field as the head of the faculty, always coordinates and is related to the follow-up of the WR I circular letter. This effort was expressed by Arif Mulyanto, S. Kom., M.Kom, Deputy Dean I Fatek. Statement about the socialization of apparatus resource development as explained by the leadership mentioned above, when asked some staff at the Gorontalo State University Regarding the program plan and allocation of funds for development activities both in education and training and other activities related to the development of this apparatus, from some staff who were questioned in the field regarding how far the information obtained by civil servants in Gorontalo State University regarding the program plan and allocation of funds in order to develop the apparatus resources, obtained information that most civil servants are still many who do not know about the program plan and allocation of funds training that will be carried out.

This is in accordance with the narrative of one of the staff of the General Section of the Faculty of Social Sciences RH, who revealed that:

As far as I am concerned, the efforts to implement human resources are often discussed by other leaders both at ceremonies and other meetings, but the delivery only concerns general matters, for example we will send several employees this year. we are for further study and also training, while we need clear information such as the timing of selection, how much assistance is given, the conditions for obtaining assistance at all we don't know, know that the head of the department has been sent to graduate school and even Doctor. Moreover, the problem regarding funds when it comes to funds must have never been known. How many years have I worked in this UNG, there are a lot of staff who don't know about training programs and funds every year. Moreover, I am just an ordinary staff member who may not know anything, so if we want to go to school, we have to pay for ourselves, whereas if we expect Campus funds to be said to be nonexistent. (interview on September 26, 2015).

The same thing is the same as the narrative of a staff member and the UNG Management Procedure who said:

As far as I know, so far there has been no planning regularly every year or once every five years or once a month regarding the apparatus development program by the UNG Regulatory side, it is our turn to ask about information that answers the activity to the head of the field or for reasons Classic funds do not yet exist so I am already bored with the problem. I always wanted to go to school again, but once asked about staffing when testing for school the answer was always unknown.

Even though we know from the whispers of friends that the funds for the school are there, but for those of us who are still subordinates it seems that we don't know when we can go to school". (interview on September 10, 2015)

This is in accordance with the narrative of one of the leaders of the A.M Technical faculty, which reveals:

During this time the development of human resources through further study for lecturers has no planning either at the department, faculty or university level and has an impact on the development of scientific competencies that are not in accordance with the previous fields of science (not linear), and Sociology S3. In addition to other cases, namely Industrial Engineering S1 Industrial Engineering, S2 Management and S3 Management. This happens because there are no human resource development plans from institutions either from the level of study programs, departments, faculties or universities. (interview on July 25, 2015).

From some information about the apparatus resource development program activities carried out by Gorontalo State University, it can be said that the related parties have not made systematic efforts in the development of human resources, both education staff and lecturers. Human resource development in this case is every effort to improve the implementation of current and future work, especially in accelerating the study program accreditation, by providing information, influencing attitudes or increasing skills. In other words, development is any activity that is intended to change behavior, behavior that consists of knowledge, skills and attitudes.

Especially in the implementation of study program accreditation programs, the tasks and functions developed by lecturers and education personnel are increasingly heavy and complex. The task carried out is to serve the public interest in accordance with their respective fields of duty. In line with the dynamics of people's lives and dynamic campus life, the scope of the task of human resources seems to be more complex and crucial, so that it requires quality human resources, professionals and have a reliable mental apparatus in the framework of carrying out the duties in.

One of the efforts to develop the human resources of the apparatus is through education and training where this is done to shape and improve the professionalism and work discipline of lecturers and education personnel. In this case in overcoming the complexity of the task and the problems that will be faced in carrying out the task, the development program through education and training must be directed to the types and programs that are truly appropriate and needed by the conditions of the organization. As is known that education and training is intended to increase the knowledge, skills and abilities and automatic thinking maturity coupled with moral and behavioral changes in carrying out organizational tasks, development and service to students. In this framework, Gorontalo State University made various efforts towards the development of human resources through various types of education and training.

The type of education and training programmed and implemented by Gorontalo State University is based on Government Regulation (PP) Number 101 of 2000 concerning Education and Training of Civil Servants which was established on November 10, 2000. In the implementation of the Education and Training activities, based on existing data shows that so far the University has not done a lot of training activities, the activities carried out are still waiting for requests from the central government. According to the results of the interview with Mr. RH:

The training and training program we have done so far is still awaiting requests from the center, such conditions because we are not new, we are always based on the rules of the center and the authority we have. Therefore we are still limited to socializing the circulars that come from the center and the province in the form of requests from participants, and we provide recommendations with consideration to the conditions that have also been set by the central government while for us in addition to sending participants we also have to prepare funds for these activities, this also becomes a burden for us because considering the availability of funds is minimal but the number of employees who want to join the training so that we sometimes experience difficulties (interview 15 September 2015).

From the findings through secondary data, a statement was found that indeed only agencies that had obtained accreditation could carry out training. This is as contained in Government Regulation Number 101 of 2000, including:

1. Pre-service Education and Training is carried out by an accredited Government Training Institution.
2. Level IV Education and Training, Level III Training and Level II Education and Training are carried out by accredited Government Training Institutions.
3. DiklatPim Level I is implemented by the Trustees.
4. Technical Training and Functional Education and Training are carried out by accredited education and training institutions

Table 1. Data Lecturers in UNG

No	Education	Academic Degree					Total
		Prof.	Ass. Proof	Chancellor	Expert Assistant	Instructor	
1	Doctor/Sp-2	23	79	29	3	-	134
2	Magister/Sp-1	-	127	229	101	5	462
3	Profesi/S-1/D-4	-	1	2	18	17	38
Total		23	207	260	122	22	634

In addition to the implementation of the education and training program as explained above, the university leadership also develops apparatus resources through formal education both in strata 1, stratum 2 and stratum 3 which have been programmed by the institution. This activity is a necessity because in the current era it is full of competition so that the level of education becomes very important in an effort to increase the capacity of human resources. The condition of human resources in the State University of Gorontalo (Table 1) to date the quantity and quality of apparatus resources is still a problem that must be resolved by the University. Because there are still many who have master's and even S1 education levels.

CONCLUSION

The implementation of Human Resources development, Gorontalo State University which has been programmed should be carried out properly, the strategy of developing human resources capacity and quality through the concept of acceleration to achieve the target as a leading university is a tangible manifestation of the benefits that can be realized. Mapping of human resources and competencies that are owned and supported by good infrastructure are expected to realize the ideals of all existing stakeholders.

REFERENCES

- Badu Syamsu Qamar et al, 2012, *Civitas Academica; Universitas & Identitasnya*, PT pustaka Indonesia Press, Jakarta. Buku Pilar-Pilar Akselerasi (2015 -2018) tahun 2015. UNG Pres, Gorontalo
- Edralin, J.SI, 1997, *The New Local Governance and Capacity Building : A Strategic Approach*, Regional Development Studies, Vol. 3, p.148-150
- Grindle, MS (editor) 1997 "Getting Good Government : Capacity Building in the Publik Sector of Developing Countries", Boston, MA : Harvard Institue for international Development.
- Grindle,MS. 1990. *Building Sustainable Capacity in the Public Sector*. edited by Grindle, MS "Getting Good Government : Capacity Building in the publik sector of developing Countries", Boston, MA : Harvard Institue for international Development.
- Grindle,MS. 2005, *The Concept Of Capacity Building Needs*. Kerjasama Departemen Dalam Negeri Republik Indonesia, Jakarta.
- Harsono, Widi. 2006. *Pengembangan Sumber Daya Aparatur Dalam Menunjang Pelaksanaan Otonomi Daerah Suatu Kajian Tentang Persiapan, Bentuk dan Proses Pengembangan Sumber Daya Aparatur di lingkungan Pemerintah Kabupaten Banyuwangi*. Disertasi Program Doktor Ilmu Administrasi Universitas Brawijaya, Malang.

- Imawan, Riswanda. 2006. Pengembangan Model Instrumen Peningkatan Kapasitas Pemerintah Daerah untuk mendukung Desentralisasi, Final Report Kerjasama DEPDAGRI dengan POLOKDA Universitas Gadjah Mada. Yogyakarta.
- Keban, Y.T. 2008. Enam Dimensi Strategis Admnistrasi Publik; Konsep, Teori dan Isu.edisi kedua. Gava Media. Yogyakarta
- Lincoln, E.G. & Guba, Y.S, 1985. Naturalistic Inquiri. Beverly Hills. Sage Publications.Inc.
- Miles dan Huberman, 1992, "Analisa Deta KuantitatifP". UI Press, Jakarta.
- Milen, Anneli, 2001, Whet Do We Know About Capacity Building, An Overview Of Existing Knowledge and Good Practice, world Health Organization(Departement of Health Service Provision), Geneva.
- Morrison, Terrence. 2001. Actionable Learning – A Handbook for Capacity Building Through Case Based Learning. ADB Institute
- Peraturan Pemerintah Republik Indonesia Nomor 129 Tahun 2000 Tentang Persyaratan Pembentukan dan Kriteria Pemekaran,Penghapusan dan Penggabungan Daerah.
- Soeprapto, R. 2000. Pengembangan Sumber Daya Aparatur Daerah di Era Reformasi. Jurnal Administrasi Negara. Volume 1 No. 1 september 2000. Malang. Universitas Brawijaya Malang.
- Soeprapto, R. 2003. Pengembangan Kapasitas Pemerintah Daerah Menuju Good Governance . Universitas Brawijaya Malang.
- Supriyono, Bambang. 2007. Pembangunan Institusi Pemerintah Daerah Dalam Penyediaan Prasarana Perkotaan di Kota Malang. Disertasi Progam Doktor Ilmu Administrasi Universitas Indonesia, Jakarta
- Undang-Undang No. 32 tahun 2004 tentang Pemerintah Daerah. Pusat Info Deta Indonesia (PIDI), Jakarta.
- Zauhar, Soesilo.2001. Administrasi Publik.Universitas Negeri Malang..