

The Development Competence of Educational Staff Division in the Faculty of Veterinary Medicine Universitas Airlangga through Training and Education Method

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Abstract: The change in environment strategy is a dynamic characterized by the occurrence of the rapid development of the science and technology. Besides, facilities and infrastructure also use information systems with digital techniques that are modern and sophisticated. This has emphasized the importance of the development of competence for human resources in organizations and institutions, especially in the faculty of veterinary medicine Universitas Airlangga. Therefore, this report presents a discussion of the development competence of education through a training and education method. The method used in this research is qualitative with the procedures of the research yielding data that is based on descriptive observation, objectives of the research and the interview. As for the result, the pursuit of this obtained the development of a competent form of education through the training and education method. The development of competence should be in line with the development of a career, then it can be seen as a growth and development strategy, and regarding the quality of staff the purpose is the development of competence in human resources.

1 INTRODUCTION

At this time, there has been a dynamic environmental change (environmental setting). It is very dynamic and is marked by the very rapid development of science and technology. In addition, facilities and infrastructures use digital information systems and techniques, which are very modern and sophisticated, so it takes knowledge and skill of every human resource. This is a challenge that must be overcome to meet the needs and increase the competence of human resources, hence the necessary competence development.

Implementation of Tri Dharma Higher Education, in the administrative governance, required the development of human resource competence to be applied in the field of education staff at the Faculty of Veterinary Medicine of Airlangga University. Given that the journey of the establishment of the Faculty of Veterinary Medicine Airlangga University began in 1962 and developed until now, it cannot be separated from the intervention of human resources and the educational staff.

Viewed from the perspective of the national education system, the role of educational staff of students in an institution of higher education is still dominant and very important to the information system technology today and the influence of sophistication is inevitable. But because of the process of education/learning, research and community service, especially the administrative management role played by educational personnel should coincide with the progress of information technology. So their functions will not be completely ignored as educational personnel, in service to students, including preparing to meet the administrative needs for educators. According to the Presidential Regulation of the Republic of Indonesia Number 10 of 2016 the Education Personnel are members of the community who are devoted and appointed to support the implementation of education. Teachers are assigned to carry out administrative, management, development, supervision, and technical service to support the education process in the education unit. Regarding the education staff, especially in the Faculty of Veterinary Medicine, Airlangga University, this includes education, student affairs, finance and

human resources, facilities and infrastructure, information system unit, librarian, laboratory, and technician learning resources.

According to the Law of the Republic of Indonesia Number 18 Year 2002 Development is an activity of science and technology aimed at utilizing proven scientific principles and theories to improve the function, benefits, and application of existing science and technology, or produce new technology. Development is an attempt to improve the technical, theoretical, conceptual and moral skills of employees in accordance with the needs of the office. The purpose of development is to increase work productivity (Hasibuan: 2002: 69). Development is based on the fact that an employee needs a set of knowledge, skills and abilities developed to work well in carrying out their duties and functions during their career.

The long-term career preparation of an employee for a series of positions is what employee development is about. Along with that, development has a wide scope. As Smith (2000: 2) suggests, "Development: the growth or realization of a person's ability through conscious or unconscious learning". This means that development encompasses all aspects of employee quality improvement not only education and training. Development is more focused on the general long-term needs of the organization. The results are indirect and can only be measured in the long run. Training is directed to improve work performance; while competence is the skill of an expert. Where the expert is defined as someone who has a certain skill level or high knowledge in a particular subject gained from training and experience. Thus, the purpose of competence development is to improve future job skills.

The reality that occurred above experienced distortion in its implementation. Improving the quality of human resources through education and training has often not been directed towards the analysis of the needs of organizations/work units. This condition prevents optimal outputs or outcomes in the implementation of education and training for improving the performance of employees and organizations. For example, it happens that in the year 2017 there is only training for the veterinary faculty laboratory in which the majority are honorary and contract laborers. Training followed OHS training (safety and job security). These kinds of factors ultimately lead to the development of educational personnel whose skills are not maximal, because it is not in specification in the field. Also, the development of competence should apply to all

levels of education personnel, in order for each employee to experience competence in continuous improvement in line with the development of the era.

The vision of the Faculty of Veterinary Medicine of Airlangga University is to become a leading faculty at national and international level, a pioneer of development in education and research in veterinary and animal husbandry, independent and innovative based on religious morals, ethics, environmental sustainability and animal welfare while remaining oriented to the welfare of the community.

While the mission of the Faculty of Veterinary Medicine of Airlangga University is first conducting academic education as a profession, being specialists in veterinary and animal husbandry based on modern learning technology, which can produce graduates with professional ability and a strong desire to develop science, entrepreneurial spirit, religion and ethics. Secondly, conducting basic and innovative research and innovative high-quality research in veterinary work and livestock to support the development of science, education and community service based on religious morals, ethics, environmental sustainability and animal welfare. Third, opportunity to develop expertise in the field of veterinary science and animal husbandry in the community. The realization of a mutually beneficial partnership with related institutions in order to realize the independence of the faculty oriented to quality and ability to compete at national and international levels.

In supporting the vision, the mission and faculty authority, it is necessary to change the paradigm of faculty thinking from a strong institution with the development of education and science into an institution oriented to the organization of information provider and public service in the context of academic development in the Faculty of Veterinary Medicine of UA.

Development of human resources is a very important element in the organization because employees are a very important asset in achieving organizational goals that have been established. Notoatmodjo (2003: 4) argued that the development of human resources is a process of planning education, training and management of personnel or employees to achieve optimal results. Development represents an employee-oriented future in employment and emphasizes improving the ability to perform new tasks in the future (Siagian, 2007: 183). In planning the development of employees, it needs good coordination between each work unit in

the organization with the personnel. This is important considering that each work unit is more aware of the need to develop the competence of employees in the work unit. The personnel department should be able to undertake the development planning of employee competency in order to have employees that can carry out the duties and functions of the organization. With planned development, the organization has employees ready for use when needed for a particular position or task. Therefore, the employment section serves as a supporter in the implementation of employee development activities. One form of development is related to the improvement of competence of knowledge, skills and attitude behavior for employees in each work unit.

The formulation in finding an answer to this problem involves first asking how the development of the competence of staff of the Faculty of Veterinary Medicine of Airlangga University is achieved. Second, how will the flow of education and training methods be created?

The purpose of the formulation of solving the problem is to know the form of competence development of the staff at the Faculty of Veterinary Medicine of Airlangga University through education and the training method. Then, to know the flow of education and training methods that will be provided.

2 LITERATURE REVIEW

2.1 Competency

Competence is a collection of knowledge, skills, attitudes, and values as a performance that affects a person's role, actions, achievements and work. Associated with competence, Byham et al. (1996 cited by Manopo 2011: 12) says that competence is a set of specific behaviors that can be observed and is needed by someone to succeed in carrying out roles and achieving company targets. According to Lyle M. Spencer, Jr. & Signe M. Spencer (1993), 'Competence' is the basic characteristics of a person usually associated with effective performance according to certain criteria/superior performance in a job.

2.2 Characteristics of Competence

According to Spencer and Spencer (1993: 10) competence consists of 5 (five) characteristics, namely:

1. Motives are where someone consistently thinks, so they take action. Spencer (1993) adds that motives "drive, direct and select behaviors toward certain actions or goals and away from others". For example, someone who has achievement motivation consistently develops goals that give a challenge to themselves and they are fully responsible for achieving these goals and expect some kind of "feedback" to improve themselves.
2. Traits are characters that make people behave or show how someone responds to something in a certain way. For example, self-confidence, self-control, fortitude or endurance.
3. Self-concept is the attitude and values of a person. Attitudes and values are measured through tests for respondents to find out the value a person has and what is interesting for someone to do.
4. Knowledge is information that someone has in a particular field. Knowledge is a complex competency. The knowledge test measures a participant's ability to choose the most correct answer but cannot see whether someone can do work based on his knowledge.
5. Skills are the ability to carry out certain tasks both physically and mentally.

According to Abdurrahman Fatoni (2006) the general purpose of education and training is seen in the context of fostering employees to be able to:

- a. Increase personality and spirit of service to the organization and society.
- b. Improve the quality and ability, as well as good skills in carrying out their duties and leadership.
- c. Train and improve work mechanisms and sensitivity in carrying out tasks.
- d. Train and improve work in planning.
- e. Improve knowledge and work skills.

It can be concluded that the purpose of education and training is to improve the knowledge, abilities, attitudes and skills of employees so that they are more professional in carrying out their work so that the goals of the organization can be achieved and have relevance to employee performance. While the benefits of education and training are to improve the stability of employees and provide opportunities for employees to develop themselves so that carrying out their duties can run effectively and efficiently. Many efforts are made by each organization so that employees can develop in the sense of increasing their knowledge and skills to carry out their duties. Improving the ability of employees can be done by

providing training and education to those who are useful to improve knowledge and operations in carrying out work assignments. Training is an activity to improve one's work ability in relation to economic activities (Ranupandojo, 1993: 77). According to Wursanto (1999: 59) training is a part of education that involves the learning process to acquire and improve skills outside the education system that apply in a relatively short time and with methods that prioritize practice rather than theory. Education and training are the same as development which is a process of improving work skills.

3 METHOD

The method used in this study is a qualitative approach. According to Bogdan and Taylor (in Basrowi and Suwandi 2008: 1), qualitative research is one of the research procedures that produce descriptive data for observing research objects and interviews. Hadjar (in Basrowi and Suwandi (2008: 23) stated that qualitative research aims to gain a general understanding of social reality from the perspective of participants. This understanding is not determined in advance, but is obtained after analyzing the social reality that is the focus of the research. Based on the analysis, conclusions are then drawn in the form of general understanding.

In the implementation of this study the author uses data collection methods, namely interviews. To explain and interpret, with other events, in this study the object of documentation is archives and data in developing employee competencies. Informants in this study are people who are considered to know the object of research or unit of analysis as the target of the study (Riduwan 2007: 54). While Nazir (2008: 172) explains that information is, from a collection of individuals, on certain events with the quality and characteristics that have been determined. In connection with this study, the researcher determined purposively (purposive sampling) people who were considered to know the problem of the study, as many as 7 people, while the informants in this study were as shown in Table 1.

In the Table 1 the numbers for each informant are given in accordance with the Department in the Faculty of Veterinary Medicine. They are the unit of analysis in this study, namely the resources that have attended training outside the institution or not. From there it can be analyzed for the suitability of competencies with the training that has been carried out. Then, knowing the form of competency development that must be implemented. Then, the

flow of the education and training method will be applied by the education staff of the Faculty of Veterinary Medicine, Airlangga University.

Table 1: Field of Educational Staff Division FKH UA

Department	N Informant
Sub. Education Section	2
Sub. Division of Student Affairs	1
Sub. Finance & Human Resources	1
Sub. Section of Facilities & Infrastructure Information System Units	1
Supporting Units (Animal Veterinary Education, Animal Garden education, Laboratory)	1

Source: Data FKH 2017

4 DISCUSSION AND RESULT

4.1 Forms of Competence Development of Educational Staff

Mathis and Jackson (2001) illustrate that competencies are visible and hidden. Knowledge is more visible and can be recognized by companies to match people with jobs. For skills, although some can be seen, some are less easily identified. But hidden competence in the form of skills that may be more valuable can improve performance. Competence is defined as the ability to carry out tasks at work which includes applying skills that are supported by knowledge and abilities according to the conditions required. Thus the competency standard can be assumed as a formulation of the skills and expertise that must be possessed by the workforce in carrying out the work in accordance with the requirements established/agreed upon (LPPKMITB, 2005: 3).

The competency development includes through education and training. Competency development should be in line with career development. Here are some kinds of competencies:

1. Technical competence measured from the level and specialization of education, functional technical training and technical work experience.
2. Managerial competence measured from the level of education, structural training or management, and leadership experience.
3. Social cultural competence measured from work experience related to plural society in terms of religion, ethnicity, and culture so as to have national insight.

Departing from the background of the problems that exist in the Faculty of Veterinary Medicine, Airlangga University, the form of educational staff competency development is by the method of education and training tailored to each department. This is in order to create excellent service in providing services to the academic community in the university environment, and the achievement of efficient organizational goals and increased work productivity.

Sule and Saefullah (2009) outlined the employee development program in the organization that is off the job training, namely:

1. Executive development program, which is a program for sending employees to participate in various special programs outside the organization related to case analysis, simulations, and other learning methods.
2. Laboratories training, which is in the form of programs aimed at employees to participate in simulation programs on the real world related to organizational activities where the methods commonly used are role playing methods, simulations and others.
3. Organizational development, which is a program aimed at employees by inviting them to think about how to advance the organization

Employee education and training contributes to improving organizational productivity, effectiveness and efficiency. Understanding of education as proposed by Soekidjo Notoatmodjo (2003) means that formal education within an organization is a process of developing abilities towards what is desired by the organization concerned, while training is part of an educational process whose purpose is to improve the abilities and special skills of a person or group of people. According to Rivai and Sagala (2014) training is a systematic process of

changing employee behavior to achieve organizational goals. The training relates to the skills and abilities of employees who are oriented in carrying out current work in order to succeed in carrying out their work.

Education and training for employees must be provided periodically so that each employee maintains their competence to improve organizational performance. Therefore, this training program must get attention through training needs planning for each employee. This is an effort to develop human resources (HR) especially to develop intellectual abilities and human personality. In order to obtain maximum results in employee development, education and training programs are needed in accordance with job analysis so that employees know the purpose of the education and training they carry out.

It can be concluded that the purpose of education and training is to improve the knowledge, abilities, attitudes and skills of employees so that they are more professional in carrying out their work so that the goals of the organization can be achieved and have relevance to employee performance. While the benefits of education and training are to improve the stability of employees and can provide opportunities for employees to develop themselves so that in carrying out their duties can run effectively and efficiently

4.2 Flowchart & Strategy for Developing the Quality of Education Personnel Through Education & Training Methods

In achieving the goal of developing employee quality, before undertaking education & training, the organization must first determine the training needs. Done with the aim to increase the effectiveness of training. Assessment of the effectiveness of training, not only seen from the output, but the outcome, namely improving employee performance. Without determining training needs, the organization cannot guarantee that training will produce results in accordance with the agency's objectives. To analyze training needs, it is necessary to understand each field in each department. The following is a table of data about human resources, especially education personnel in the college environment of the Faculty of Veterinary Medicine, Airlangga University.

The methods that can be used in the implementation of education & training programs according to Dessler (2000) are:

1. On the job training (training at work), is training for employees to learn a job while working on it.
2. Job instruction training (job instruction training), is the registration of each basic job title, together with key points to provide employee step-by-step training.
3. Lectures (learning), training in a fast and simple way of presenting knowledge to trainees, such as when sellers must be taught the special characteristics of a new product.
4. Audio visual training (audio visual training), employee training using audio visual techniques such as film, television, audio tape and video tape, this method can be very effective and widely used.
5. Programmed learning (programmed learning), a systematic method for teaching skills that includes presenting questions or facts, allows employees to respond and give participants learning immediate feedback about the accuracy of their answers.
6. Vestibule or simulated training (training porch or simulation), training employees on special equipment outside the workplace, such as pilot training in aircraft, so that costs and hazards can be reduced.
7. Computer assisted instruction training (computer based training), is training employees using computers, this training uses a computer-based system interactively enhancing the knowledge or skills of trainees. Computer-based training almost always includes presenting trainees with computerized simulations and the use of multimedia including video tapes to help trainees learn how to do their work.

Flowchart & strategy for developing the quality of education personnel proposed by the researcher include work analysis, analysis of the needs of each field, analysis of resources. Following work analysis procedures.

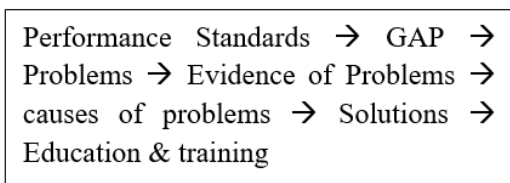


Figure 1: Prosedur Performance Analysis

Through performance analysis it will be known the level of importance of an education and training for human resources, especially the staff of the Faculty of Veterinary Medicine, Airlangga

University. Then the next analysis is the needs analysis of each field. The process consists of first, identification of performance standards of educational personnel. It is a standard benchmark of work that is, job description, job design, job specification, standard quality of work, work instructions/job manuals. Second, Identify the performance of education personnel. In general there are some things that must be understood through performance appraisal, among others :

1. Performance targets achieved
2. Compliance with predefined performance standards
3. Problems faced with the solution
4. Profile of achievement
5. Recommendations

After the process of identifying the performance with the assessment given, what needs to be done is to identify the needs of the development of educational personnel. In this case the need can cause the gap due to the differences of each field of educational personnel. Then for Third, the analysis of resources. There are several kinds of human resources in the development of educational personnel, consisting of the number & qualifications of educational personnel, costs and facilities that support. The more complete the facilities, the easier it will be for the development of education personnel.

4.3 The Purpose of Developing the Quality of Education Personnel Through Education & Training Method

The process of developing the quality of education personnel through the provision of education & training in order to improve the ability and quality of education personnel. The purpose of Education and Training is to improve knowledge, skills, skills and attitudes to perform professional duties positions based on personality and ethics of human resources in accordance with the needs of agencies.

In educational and training activities, there are many benefits that can be taken by the organization, among others:

1. Increasing employee motivation and work ability,
2. Improve product / work performance of employees,
3. Increase loyalty and profitable cooperation,
4. Reduce the fear of facing new tasks in the future,

5. Streamlining communication so that more effective,
6. The same perception of tasks to be accomplished and
7. Improving employee discipline against normative rules or habits

The education & training method is an organization's long-term investment process. Here's the investment process,



Figure 2: Organizational Investment Process

This will create an active and developing organization. Both the institution and human resources in this case are educational staff of the Faculty of Veterinary Medicine, Airlangga University.

5 CONCLUSIONS

Based on the explanation above, it can be concluded that there is a need to develop competencies for education staff at the Faculty of Medicine of Airlangga University through the development of competencies of the Faculty of Veterinary Education staff submitted by the authors along with the flow & strategy of developing the competency of the teaching staff of the Faculty of Veterinary Medicine, Airlangga University. In order to achieve the agency's vision and mission and organizational needs.

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