Analysis of Lecturer Strategic planning in Improving Competiveness in University of 45 Mataram

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Abstract- The purposes of this researchare to formulate the best strategy for University of 45 Mataram to overcome the lack of lecturers in departmentand to formulate a strategy to attract potential candidatesfrom any field of studyto be lecturers in University of 45 Mataram. This research used mix method, where the data was collected by giving questionnairesto 13 selected respondents, namely the leaders of University of 45 Mataramwho havecompetence on lecturer planning. Based on findings, there isa lack of lecturers in 3 departments: 20 lecturers in department of law, 3lecturers in department of aquaculture, and 6 lecturers in department of public administration. Meanwhile, there is surplus of lecturers in3 departments: 2 lecturers in Fisheries Resources department, 2 lecturers in agro technology department, and 3 lecturers in communication department if referring to the ideal number of lecturers. The results of IFAS, EFAS and SWOT analysis, show that as strategic planning oflecturersand as a strategy to attract potential lecturersinthe University of 45 Mataram, SO strategy can be applied, namely: doing recruitment and selection and organizing competence development program for lecturers with the support of 45 Nusa Tenggara Barat Foundation; recruiting post graduated students to be lecturer candidates, or lecturers, full time researchers and practitionersfrom Ministry of Research Technology and Higher Education, and;providingeasy access to get the National Lecturer Identification Number (NIDN) and Special Lecturer Identification Number (NIDK).

Index Terms- lecturers, lecturer strategic planning, strategy to attract prospective lecturers, SWOT analysis

I. INTRODUCTION

Today, universities in Indonesia show a quick progress yet face big challenges; therefore each university must always be updated withgood achievement. To deal with it, universities should be able to determine the right strategy. That strategy could be a guidance in facing the challenges and threats coming currently or in the future by considering strength and weaknesses of the universities.

Many ways have been conducted by universities in improving competiveness; one of them is ensuringthe availability of lecturers through careful planning in every department.With ideal quantity and quality of lecturers, a university could have competitive advantages that could be offered to *stakeholder* especially, students. Competitive advantages are one of advantages that can give plus point for universities, but not many universities have it (Aisyah, 2007).

University has essential role in producing professional human resources. University has necessary position in society development and social process which run quickly in society, so university's position and function are necessary in playing its strategic role (Yuliawati, 2012). In realizing it, there are many ways conducted to organize its role and one of them is always trying to improve the quality through ensuring the availability of lecturerswith high competence. Quality education improvement is a process to improve human resources (Supriyadi, 2009).

University of 45 Mataram is one of universities in Nusa Tenggara Barat that was founded on August 1st, 1983. University of 45 Mataram have set their vision, mission, aim and also strategic planningtargetswhich becomereferences in developing maximum quality human resources. To realize this needs availability of lecturers in an ideal number. Therefore, suitable strategic planningis required considering real condition of university to meet the ideal number of lecturers for every department.

Lecturers in a university have a very strategic position, as they have a direct influence on learning process, the quality of graduates and competitive output (Nuraemi, 1999). Law Decree No. 14 Year 2005 concerning Teachers and Lecturers (hereinafter referred to as Law No 14/2005) states that lecturers are professionals and scientists who have main task in transforming, developing and disseminating science, technology, and arts through education, research, and community service. Besides their main tasks of implementing *Tridharma*, lecturers also have other duties, namely making academic and professional development and giving contribution in the governmentinstitutions. Hence,the task of lecturers can be specifically described as follows: 1) facilitating the learning process, 2) guiding students to think critically and analytically, 3) using operational concepts, theories and activities with scientific context, 4) doing research which result can be publicized through seminars, scientific journals or other activities, 5) applyingknowledge in service activities and community service and 6) developing professionalismthrough having an active role in seminars (Winarno and Iskandar 2012).

Based on strategic planning of University of 45 Mataram during 2015-2024, there is a lack of lecturers who have master's degree. In terms of quality, lecturers with master degree qualification are16 people, while doctor degreequalificationare 3 lecturers from 4 faculties and6 departments. Overall, University of 45 Mataramhas 169 lecturers, consisting of 47 fulltime lecturers form the foundation, 4 lecturers from Kopertis (Private University Association) and 114 honorarylecturers. In percentage, University of 45 Mataramhas28%permanent lecturers of the total lecturers. According toPermendikbudRepublic of Indonesia No. 49 Year 2014

concerningNational Standards of Higher Education (hereinafter referred to as*Kemdikbud* No. 49/2014),the composition of permanent lecturers in a university should be at least 75% of the total lecturers. The minimum number of permanent and full time lecturers in every department is 6 people.

Based on empirical data, the availability of lecturers at University of 45 Mataram is still not maximum and small, if compared with the total number of lecturers based on educational qualifications, namely master degree and doctoral degree. Hence,analysis of lecturerstrategic planning to fulfill the lack of lecturers is important to do, in ensuring the availability of lecturers, in order to implementof University*Tridharma*at University of 45 Mataram and be able to sustain the vision and mission to be achieved.

Lecturer planning is an activity to calculate or estimate the needs for lecturers in order to formulate further strategies to fulfill the need for lecturers, such as preparing and estimating the number, and decidingnecessary qualifications for each position inthe right time as needed (Ulfatin and Triwiyanto, 2016). Lecturer planning, as Sartin (2008) stated, is a series of activities related to forecasting manpower needs in the future, including provision of new manpower and utilization of the existing manpower; in other words, it is to determine thechange in labor. There are some action plans in the planning of the lecturers, namely recruitment and selection when the number of required lecturers is greater than the number of current lecturers, as well as training in improving the quality of existing lecturer, career development and relocation if there issurplus of lecturers in anydepartment (Swasto, 2011). Lecturerrecruitment can be from internal and external sources of a university (Siagian, 2008). Internal sources arethe current employees who havequalifications and meet the requirements, while external source are candidates from otheruniversities or institutions, such as from educational foundation, partner, other universities, labor market by advertising in mass media, and other sources (Hasibuan, 2014)

In realizing lecturerstrategic planning, it is required the right strategy to reach the planned objectives. According to Porter (1985),strategy is a tool to achieve a competitive advantage. Furthermore, Rangkuti (2013) statedthat strategy is an incremental and continuous action performed based on perspectiveabout things expected by customer in the future. As Silaban (2006) stated,strategy is a series of decisionswhich are implemented in order to win the competition to achieve corporate goals. From various definitions of strategy, it can be concluded that the strategy is a series of decisions and actions that are implemented by organizations (companies or colleges) in order to face and win the competition to achieve the goalset by the organization.

Strategic planning for an organization is implemented for effective organizational performance.Hence, the best way to maintain the continuity, growth, and development of organizationto keep competitive is using an effective strategic planning (Emeka, 2015). Another reason regarding the importance of strategic planning for an organization is toget one step forward and avoid uncertainty or crisis that may occur in the organization. The importance of strategic planning is not limited toa particular organization, but it has become significantto all sectors including theuniversity. This strategic planning can give so much benefit for an organization especially associated with

availability of human resources in that organization (Nirmal and Sondhi, 2013).

In addition, strategic planningcan be to estimate the gaps and find solution to fill the gaps, either lack of employees or lecturers or problems in the development; each organization's strategic planning includesmission, vision, goals and aims related to human resources management. Therefore, all parties engagedare communicated in order to reach a common understanding in the strategic planningthat will be developed, thus will help implement the strategy (Samoila, 2015). Koufopoulos and Gkliatis (2013) suggest that the primary dimension in strategic planning includes: formalities planning, functional coverage, internal and external orientation and timing of implementation. Based on benefits of strategic planning above, it can be concluded that the strategic planning for organization is very important to do in order to reach vision, mission and aims of planned organization.

Lecturer strategic planning in this research used strategy analysisbased on matrix power. Weaknesses, opportunities and threats from internal organizationwere studied inthis matrix, called SWOT matrix (Assauri, 2013).SWOT analysis specifies aims and activities to be done, and identify both internal and external factors in achieving the objectives. SWOT analysis is a tool to take decision and also to determine a strategy based on logicto maximize the strengths and opportunities, and also to minimize lacks and threats. Strengths and weaknesses are internal factors at University of 45 Mataram that weresummarized in IFAS (Internal Strategic Factor Analysis Summary), while opportunities and threats are external factors the from institution that were summarized in EFAS (External Strategic Factor Analysis Summary). There were several steps in making IFAS dan EFAS as follows:
Determining variables in IFAS dan EFAS.

Strategic planning for lecturers in this study was based on matrix analysis of strengths and weaknesses from the internal factors of the organization and the opportunities and threats coming from external sides of the organization; the matrix is generally called the SWOT matrix (Assauri, 2013). SWOT analysis will specify the purpose of a business or activity in question and identify internal and external factors in achieving the intended objectives. This analysis is a decision-making tool to determine a logic-based strategy to maximize strengths and opportunities, while minimizingweaknesses and threats. Strengths and weaknesses as internal factors of University of 45 Mataram were summarized in IFAS (Internal Strategic Factor Analysis Summary), while opportunities and threats as external factors of the institution were summarized in EFAS (External Strategic Factor Analysis Summary). The steps in constructing IFAS and EFAS are:

1. Defining variables found in IFAS and EFAS.
    Determining thepoint in each variable in IFAS and EFASwas conducted by identifying internal and external strategicfactors. To determine point in each variable, it used scale 1-3, namely :
Score1 :if the horizontal indicator is less important than the vertical indicator
Score2 :if the horizontal indicator is equal with the vertical indicator

Score3 :if the horizontal indicator is more important than thevertical indicator

The point in each variable was obtained by deciding score in each variable ofoverall score by using the formulation in the following:

$$\alpha i = \frac{\sum_{i=1}^{N} xi}{N}$$

Description:

αi   : point variable 1

xi   : point variable-i

i   : 1,2,3....,14 (internal and external factor strategy)

n   : amount of variable

2. Deciding rank (rating) of each variable.Deciding rank is to estimate theeffect of each variable and itusesvariable score with scale 1-3 on each factor (Rangkuti, 2013).

3. Multiplying point

4. Rating each point to get the score of each variable

Defining IFAS and EFAS in this research was using questionnaire. The next step was making SWOT matrix, as described in Table1.

Table I: SWOT matrix

IFAS and EFAS	Strength (S) S1, etc.	Weakness (W) W1, dst.
Opportunity (O) O1, dst.	S-O strategy(using strength to use opportunity)	W-O strategy (minimizing weakness ti use opportunity)
Threat (T) T1, dst	S-T strategy (using strength to handle threat)	W-T strategy (minimizing weakness to avoid threat)

Source: Hunger andWeelen (2003).

II. RESEARCHELABORATION

This research was conducted by takinglecturer strategic planning at University of 45 Mataram as the object. This research was conducted fromFebruary to April 2016. Respondent population was selected from leaders ofUniversity of 45 Mataram that had competence in lecturer planning; the number was 13 people. Data used in this study wereprimary and secondary data. The primary data were obtained through having interviews and disseminating questionnaire to the selected respondents, while secondary data was obtained from a collection of documents in libraries; the documents were related with the evaluation form which was distributed to each department. Documents and literature were sourced from the internal university, while literature from previous studies was sourced from journals, theses, dissertations, books, legislations, Government Regulation (PP), and Ministerial Decreethat were relevant to the research.

The collected data, then, were analyzed in order to obtain meaningful result in solving the research problems. The collected evaluation data was measured using the formula to estimate the need for lecturers based on lecturer improvement planning guide, which was constructed by Education Directorate and Ministryof Education in 2010-2014, to determine ideal university lecturer needs in 2015. Data evaluation includingteaching load formulations were calculated with estimated needs based on Lecturers for Higher Education Development Plan 2010-2014 ofGeneral Directorate of Higher Education, to determine the need for the ideal number of lecturers in 2015, while data from interviews with questionnaire was analyzed by weighting and ranking themas the basis of preparation of internal strategic factors (IFAS) and external (EFAS) that were incorporated, and then they were combinedwith SWOT matrix to determine and formulate a lecturerstrategic planningbyattracting potential candidates to be lecturersin University of 45 Mataram.

III. FINDINGS AND CONCLUSIONS

Based on the findings, determining the approximate and ideal number of lecturers in 2015 was done byobserving the recapitulation of teaching workload evaluation. Then, it was found that the required number of lecturers in the university in 2015 is 68 people. The detailed distribution of lecturers in each departmentis as follow; 9 forAquaculture , 12 for Governance Study,34 for Law, 2 for PSP, 5 for Communication Studies department, and 5for Agro technology. Thedata presented were to be compared with the availability of lecturers, that is, 47 people with distribution in each department, namely 6 for Aquaculture, 6 for Governance Study, 14 for Law, 5 for Fisheries, 8 for Communication Studies, and 8 for Agro Technology. The research finding shows alack of lecturers in three departments, namely: 3 lecturers in Aquaculture, 6 lecturers in Governance Studies, and 20 lecturers in Law. Referring to the results of this calculation, it is necessary to implementlecturer strategic planning in order to attract prospective candidatesto become lecturersin the University of 45 Mataram, especially on the departmentshaving lack ofnumber or lecturers. The importance of this strategy is to identify and then to meet the need for lecturers for departments, in terms of both quality and quantity, since the appropriate quantity and quality of lecturers can affect the performance of lecturers which impact the quality of the department and even the university (Suharto, 2012).

Each organization, including university, has to carry out operational activities and management. Those factorscannot be separated from the influence of internal and external factors of the organization. Therefore, in this study, it is necessary to construct a deep analysis of internal and external influences of the university. Internal and external factor analysis is one way to increase the organization's ability to adapt to the changing environtment (Khotimah 2012). One of the fundamental aspects in organization management is to solve the problem of lack of lecturers in some departments. In this case,University of 45 Mataram needs to formulate strategies in solving faculty

shortages and attracting potential faculty members in the universitythat are heavily influenced by internal and external factors. The sufficient number of lecturers is very crucial as it can affect the achievement of the vision, mission and advantage of the university to increase competitiveness; thus, the university becomes more qualified and able to produce quality graduates in accordance with the expectations of stakeholders (Ng'ethe, et .al, 2012)

Basically, the changes that occur in the university are due to internal and external forces that are often interrelated. External factors are the most dominant factors in influencing the university management because of: (a) the aspect of economic or financial resources, (b) the aspect of raw materials, (c) the aspect of competition, (d) the aspects of socio-cultural or politicalenvironment, (e) legislation or aspects of government, (f) the transformation aspect or product and technology, (g) the aspect of human resources, (h) the aspect or ecological resourcessupport, and (i) organizational aspects (Soemarto 2013). Based on the interviews, by using questionnaire to the respondents, the researcherobtainedseveral internal and external factors that may be influential in determining the strategic planning and thenformulating strategies to attract potential candidates, eitherstrengthen or weaken the strategic planning process. Some of the internal and external factors are listed and described below.

> **Internal Factor (IFAS)**

The internal factors which are based on strengths and weaknesses of the university to findappropriate strategic planningto find potential candidates of lecturers are given as follows:

a. Strenght

There are 4 strengths that complement the construction of lecture strategic planning in University of 45 Mataram: 1) supportive action by 45Nusa Tenggara BaratFoundation in lecture recruitment activity; 2)supportive action by 45 Nusa Tenggara Barat Foundation in improving lecture competence; 3) easy access in applyingforLecturer National Identification Number, and;4) having research center and community service in the faculty level as well as in the university level.

b. Weaknesses

Factors that become weaknesses in arranging lecturer strategic planning and in formulating strategies to attract potential candidates to become lecturers in University of 45 Mataram are: 1)small number of students in University of 45 Mataram;2) lecturers' welfare is not fulfiled; 3) University of 45 Mataram doesn't haveincome ganerator,and; 4) having not yet allocated the recruitment fund and no SOP is available in the recruitment.

> **External factor (EFAS)**
a. Opportunity

There are several factors as opportunities in arranging strategic planning and also in formulatingthe strategies to attract lecturers' candidateto teach in University of 45 Mataram as follows: 1) there is master degree requirement for lecturer's candidates that is mandatedby Director of Higher Education2) there is a rule from Ministry of Technology Researcher and Higher Education Number 26 in 2015 about Education Registration in higher education (hereinaftercalled Kemenristek Dikti Number 26/2015) 3) sothere is a wide and openopportunity forcooperation with many outside institutions in improving quality and information access through technology development, and 4) National Development Paradigm tends to prioritize agricultural, fishery, and marine sectors.

b. **Threat**

Factors that become threats in arranging strategic planning for lecturers and steps in attracting lecturercandidates'interest in University of 45 Mataram are as follow: 1) lowerinterest of students on agricultural sector; 2) lowerinterest of students on fishery; 3) globalization effect in any sectors, demanding the competence in university level and; 4) civil servant and other businesses recruitment, demanding graduates from a department accreditedB at least.

Based on the result of analysis on internal and external factors, it was obtained that there are points of IFAS and EFAS matrix as described in Table 2 and Table 3.

Table II: Result of Weighting and ranking of internal strategy factor.

Internal Strategy Factor	Weight	Rating	Score
Strength			
S1. Suport of Foundation in availability of lecturer	0.106	4	0.425
S2. Suport of Foundation in lecturer development	0.115	3	0.345
S3. Easier access in organizing National Lecturers' Number	0.115	4	0.460
S4. The availability center of research and society service in faculty and society	0.168	2	0.336
Weaknesses			
W1. Lack of students number	0.106	1	0.106
W2. Well-being of lecturer still not enough	0.106	2	0.212
W3. No other fund	0.159	2	0.319
W4. No fund for selection and recruitment	0.124	2	0.248
Total	1.000		2.451

From the analysis result of IFAS in Table 2, the total score of IFAS is 2.45;this score is considered less than average (2.50). It means strengths in determining lecturer strategic planning and steps in attracting lecturer candidatesto teach in University 45 Mataram have not been enough to cope with the weaknesses.

Table III: Result of weighting and ranking of internal strategy factor

External Strategy Factor	Weighting	Rating	Score
Opportunities			
O1. Master degree program for lecturer candidate Higher Education Director.	0.108	4	0.432
O2. Rules of Research and Technology Dikti Number 26 in 2016 about education register in higher education	0.106	3	0.319
O3. Developing technology and cooperation	0.115	2	0.230
O4. National Improving Policy	0.168	2	0.336
Threats			
T1. Low interest of student to fishery field	0.108	1	0.108
T2. Low interest of agricultural field	0.117	2	0.234
T3. Globalization effect, high competence of higher education.	0.144	3	0.432
T4. Formatur civil staff and other business , accentuating graduates from departments which gets B accreditation	0.108	2	0.216
Total	1.000		2.308

Meanwhile, the result in Table 3, shows that the score of EFAS is 2.308;this score is less than average (2.50) showing that university of 45 Mataram is still not maximum in using the opportunity and minimizing the threats. However, from the two scores, the score of IFAS is higher than thescore of EFAS; this indicates that internal factors have more power than theexternal factors.

There is a formula in lecturer strategic planning and strategy to attract lecturercandidate'sinterest inUniversity of 45 Mataram, that is, using SWOT matrix to match and to combinethe strengths, weaknesses, opportunities and threats of the university for the sake of drafting the strategic planning. The strategic planning later will be implemented to fulfill the needs of lecturers in order to maximize IFAS and EFAS. The result of SWOT matrix are presented in Table 4.

Table IV: Matrix lecturer planning strategy in University of 45 Mataram

Internal External	Strengths (S) S1,S2,S3,S4	Weaknesses (W) W1,W2,W3,W4
Opportunities O1,O2,O3,O4	Strategy SO • S1,S2,O1,O2 • S1,S2,S3,O1,O2,O3 • S2,S4,O2,O4	Strategy WO • W1,W2,W3,O4 • W2,W3,O1,O3 • W3,W4,O1,O2
Threats T1,T2,T3,T4	Startegy ST • S1,S2,T1,T2 • S2,S4,T3,T4 • S3,S4,T3,T4	Strategy WT • W1,W3,T1,T2 • W3,W4,T3,T4).

SWOT Matrix is an analytical continuous tool that is important in determining and developing11 right and alternative strategies for University of 45 Mataram. Key success factors used in SWOT Matrix are from internal and external environmentsthat are analyzedbased on strengths, weaknesses, opportunities and threats faced byUniversity of 45 Mataram.

SWOT matrix is an important matching tool to help the leaders develop four types of strategies, namely SO strategy, WO strategy, ST strategy, and WT strategy. Therefore, determining lecturerstrategic planningshould be based on SWOT matrix;the strategy with the highest value among the 4 strategies from the SWOT analysis, ispresented in Table 5.

Table V: Analysis of SWOT matrix

IFAS EFAS	Strength (S)	Weakneses (W)
Oportunities	Strategy SO =	Strategy WO =

(O)	(S1,S2, S3, O1,O2,O3). =0.425+0.345+0.460+0.432+0.319+0.230 =1.752	(W2,W3,O1,O3) = 0.212+0.319+0.432+0.230=1.193
Threats (T)	Strategy ST= (S3,S4,T3,T4) = 0.460+0.336+0.432+0.216=1.444	Strategy WT = (W3,W4,T3,T4)=0.248+0.319+0.432+0.2=16 1.215

Based on data inTable 5, SO strategy has the highest score, that is 1.752, thusSO strategy is thepriority inlecturer strategic planning, with thesupport of foundation tofulfill lecturer need by recruiting postgraduate students as lecturer candidates,or lecturer, researcher and fulltime practitioners from other institutions, followed by faculty competence development programs and the ease of access in getting National Lecturer Identification Number (NIDN) and Special Lecturer Identification Number (NIDK)for new lecturers usingavailable information technology.

The easy access to getNIDN and NIDK gives main attraction for lecturer candidates, because when the NIDN and NIDKare being possessed, lecturers are able to have flexibility in following the competence development through continuing education and trainings as part of the program. In addition, with NIDN, lecturers have fulfilled the requirements for improving career, so they will be certified as lecturers. The other thingsthey can do areconducting research, joining competition, utilizing research centers, and making community service. Besides, more lecturers with NIDN can be an additional value for their department, thus improving the status of accreditation of the department. Certification owned by lecturers is also a proof of professionalism for lecturers and a form of appreciation that provideadditional income by the government under the Ministry of Research, Technology and Higher Educationbesides the salaries they earn in the college where they are teaching. These factors are possible to be the main attractionsfor prospective lecturers to be lecturers in the university, as concluded by Tamrin and Basir (2015) in his study that some factors which become preference by prospective candidates to be lecturer are financial factor, working environment, and non-physic and prestigious (social status) matters. Similar opinion isexpressed by Utomo (2004). In his research, he concludes that some reasonswhy a person chooses to be a lecturer are job security, work schedules, involvement in work and money, but the most important factor isthe money they can earn from this job.

Finding lecturer candidates, full time lecturers, researchers and practitioners from other institutions are the best ways infulfilling the needs of ideal lecturers. To implement the top priority strategy based on SWOT analysis becomes the main opportunities in order to answer the main issues in realizing ideal number of lecturers in departments whichhave lack of lecturers. Based on the result of analysis strategy, it was found that to fulfill the lack of lecturers, University of 45 Mataram can run multiple agendas including conducting recruitment of new lecturers and organizing lecturers' competence development.As described by Oyebanji (2012),in his research,he concludesthat fulfilling the lack number of lecturers can be doneby running several agendas includingrecruiting new faculty members, encouraging existing lecturers to increase theircapacity beside mastery in science and technology, developing lecturers' capability through training, following local and international

conferences, participatingin seminars and workshops, as well as motivating the performance of staff to be better by increasing salary. The appropriate compensation in the form of salary can make lecturers have a strong motivation to carry out their duties, because compensation and motivation can significantly affect or have an enormous influence on lecturers' performance (Kusuma, 2012).

IV.   CONCLUSION

Based on findings of analysis and SWOT matrix, it could be concluded that in deciding lecturer strategic planning and strategy to attract post-graduate students to be lecturers in University of 45 Mataram, SO strategy can be implemented as the priority with the support of foundation in fulfilling the requirement of lecturers by recruiting postgraduate

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