Human Resource Quality Assurance Based on Buddhism: Research and Development

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Buddhist Higher Education is an institution which produces Buddhist lecturers responsible for the quality of human resources. The quality of graduates is a tangible manifestation of commitment to education in maintaining consistency in quality of education. Therefore, achieving quality education must be supported by qualified human resources (e.g. lecturers), to also produce skilled and qualified graduates . The study uses an R & D approach with the following stages: preliminary study, establishing factual models based on the results of preliminary study analysis, designing hypothetical models based on factual models, validating designs by experts through FGD, improving model design, testing the effectiveness of hypothetical models and refining hypothetical models into final models. Data collection techniques are carried out through observation, interviews, questionnaires and documentation. Data analysis was carried out in qualitative descriptive, quantitative descriptive and test statistical analysis. The result of limited trials shows: 75% planning function, organising function, evaluation function, 80% implementation function, 85% HR development, and 75% infrastructure and curriculum development.

Key words: *Human resources quality assurance, Buddhist lecturers.*

Introduction

Buddhist Higher Education is an educational institution producing workers (LPTK) who are required to be able to produce professional educators who are skilled and competent in carrying out their duties in accordance with their profession. The achievement of quality human resources for Buddhist Higher Education (BHE) has a very important role in the management of HR as the executor of realising the achievement of education quality in general (Arcaro, 2015).

The position of a lecturer in HR management consists of being an educator who is essentially a professional with   the task of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service especially for educators in higher education (Law Number: 20/2003 concerning The National Education System, Article 35). The lecturer's position as an educator also has a big role in the production of quality graduates so that appropriate policies are needed related to obtaining quality lecturer human resource (Aedi, 2016). Graduates need to consider the fields they plan to enter. Particularly in countries like Indonesia which is multicultural with diverse cultures, languages, races, ethnicities, religions, territories and so on,   the management of education in the future must be considered seriously. (Slamet et. al., 2017).

Instead, demands in the field require Higher Education to be an agent of change and development in order to be able to realise a strategic role in increasing a nation's competitiveness. Sensitivity is needed by Higher Education institutions in managing human resources to predict employment opportunities and skills , as it is needed by the community to improve the quality of education (Chopra, 2011).

The realisation of improving education quality needs to be managed appropriately by the education quality assurance institution regarding lecturer resources, including the Buddhist Higher Education. The management of education quality is a step to control the implementation of education that has been carried out by the management agency as a form of quality assurance. The step taken by the higher education quality control is the monitoring of output to answer the challenges of the global market as the Institution's responsibility attain quality education. Quality higher education is capable of competing to "fight for" market share as a form of improving the quality of education management (Backstrom, 2011).

Ballim (2014) suggests that the quality of education management in Buddhist Higher Education is a necessity that must be fulfilled so as to provide satisfaction to the community as a customer in meeting the needs of educational and religious services in the Buddhist community. Customer satisfaction in education and religious services is a form of educational responsibility to face the challenges of the workforce.

The challenges of the labour market need to be supported by human resources in their environment, including the Buddhist Higher Education so that prospective teachers are skilled in carrying out their duties. Skilled personnel can be attained through quality assurance of human resources, so that they become professionals in the workplace environment, thereby guaranteeing the quality of lecturer human resources is a systemic

activity that must be carried out by Higher Education regarding lecturer professionalism in a sustainable manner (Britto, 2013).

The responsibility of Buddhist Higher Education in meeting customer satisfaction must be achieved through excellent service, which is carried out by Higher Education as a step towards achieving the vision of higher education as a form of HR quality assurance . Quality assurance of human resources related to lecturer human resources contained in PMSDM Buddhist Higher Education is internally driven without any Government interference or instruction , but The Director General of Higher Education continues to monitor the implementation of the quality assurance system for both academic and non-academic activities in the form of SPMI implementation report = SPMI Internal Quality Assurance System (Arwildayanto, 2013).

Based on the observations of researchers (2015) which were carried out in several Buddhist Higher Education institutions, the implementation of educational quality assurance could not be carried out optimally. The issue related to education quality assurance in Buddhist Higher Education can be seen from the complexity of various problems and lack of accreditation results from 14 Buddhist Higher Education Institutions (BHE) in Indonesia. The main factors causing lack of accreditation results in most BHEs are due to the lack of fulfilment of minimum standards by lecturer .

Furthermore, it is concluded that evidence of accreditation results obtained from 11 BHE participating in   Higher Education external quality assurance from The National Accreditation Institution for Higher Education, only 1 BHE institution was accredited A, 3 (three) BHEs accredited B, and 7 (seven) BHEs accredited C. Another fundamental issue is the existence of   four Buddhist Higher Education Institutions which have opened Postgraduate study programs, 3 (three) Higher Education programs were closed so that currently only 1 (one) Buddhist Higher Education   exists which offers Postgraduate programs. One of the factors which causes unsustainability of the Postgraduate program in BHE environment is a lack of human resources (lecturers).

Various kinds of problems cause a lack of management by Institutions in managing Higher Education and   inefficient supervision from the Government (Ministry of Religious Affairs) in supervising the quality of education in its environment. Other fundamental problems that occur due to insufficient numbers of lecturers in the BHE environment include the establishment of study programs that are not accompanied by a feasibility study. Therefore, there needs to be quality assurance for the improvement of human resources in Education based on Buddhism.

Based on the above background, the following problems arise : 1) how is the factual model of quality assurance of human resources based on Buddhism at the current BHE?; 2) how is the hypothetical model of human resources quality assurance based on Buddhism in BHE?; and 3) how to design the final model of quality assurance of lecturers based on Buddhism in BHE in accordance with the needs of the community?

Methodology

This study uses Borg and Gall's Research and Development (R & D) design and procedure design model developed by McKenny. The research procedure is based on 10 (ten) designs of Borg and Gall in Sugiyono (2010), which are modified into 3 (three) stages: 1) preliminary study; 2) design development; and 3) product feasibility testing.

The preliminary study consists of the completion of a series of activities by carrying out theoretical and empirical studies through research activities in the field to obtain a profile of HR quality assurance management of Buddhist Higher Education lecturers consisting of: 1) HR quality assurance function; 2) supporting factors for human resource quality assurance; and 3) data collection obtained to be used as a field study through descriptive analysis of documents obtained from on-going activities. The results of field study activities at the Buddhist College of Higher Education are the basis for the preparation of comprehensive needs analysis mapping on the implementation of quality assurance of lecturers at Buddhist Religion-based Universities.

The model development stage in this study was completed by creating a model design based on the results of preliminary research findings. Development activities are carried out through steps in formulating problems, determining development targets, implementing development approaches, and determining development plans. The development of the HR quality assurance model for BHE lecturers is the preparation of designs according to theoretical studies and empirical models based on Buddhism.

Model development was conducted through management stages with planning, compilation of component tools in the management function, development of objectives in each activity and formulation of preliminary model designs based on Buddhist quality assurance of HR lecturers of Buddhism. Based on these stages of development, an appropriate design description was obtained to be applied to guarantee the quality of lecturer human resources at the Buddhist College.

The product feasibility test is the final model of development activities based on revision after expert validation and trial of a hypothetical model. Based on the hypothetical model, the researcher validated the model through focus group discussion (FGD) and expanded the test

to obtain suggestions, input and criticism for improvement . The researcher revised the model and compiled it into the final model . The final model has been revised based on external validation and supported by strong theory on the development of the final model so that it can be used as a product which can be scientifically accountable.

Results

The research result is presented by describing the general description of Smaratungga Boyolali School of Buddhism, Jinarakkhita Bandar Lampung School of Buddhism, the factual model of BHE HR quality assurance, the hypothetical model design, and the description of the final model of HR quality assurance based on Buddhist lecturers. Elaborating results based on documentation studies, interviews, questionnaires, focus group discussions, and observations on some respondents is presented as follows.

 Research results were obtained from 2 (two) Universities, the Smaratungga Boyolali School of Buddhism and Jinarakkhita Bandar Lampung School of Buddhism which describe the history of their establishment, organization, and organizational governance as well as the quality objectives of both Universities. The establishment of two institutions of Buddhism Higher Education as the research subject is based on three factors: 1) geographical layout of various regions including Java and Sumatra; 2) similarities in scientific characteristics; and 3) the acquisition of final results based on facts.

Based on the factual conditions developed as a hypothetical model, after obtaining input from several experts and conducting a Focus Group Discussion, the model feasibility was obtained and the final model is shown in the following chart.

Figure 1. The Final Model of Human Resource Quality Assurance based on Buddhism
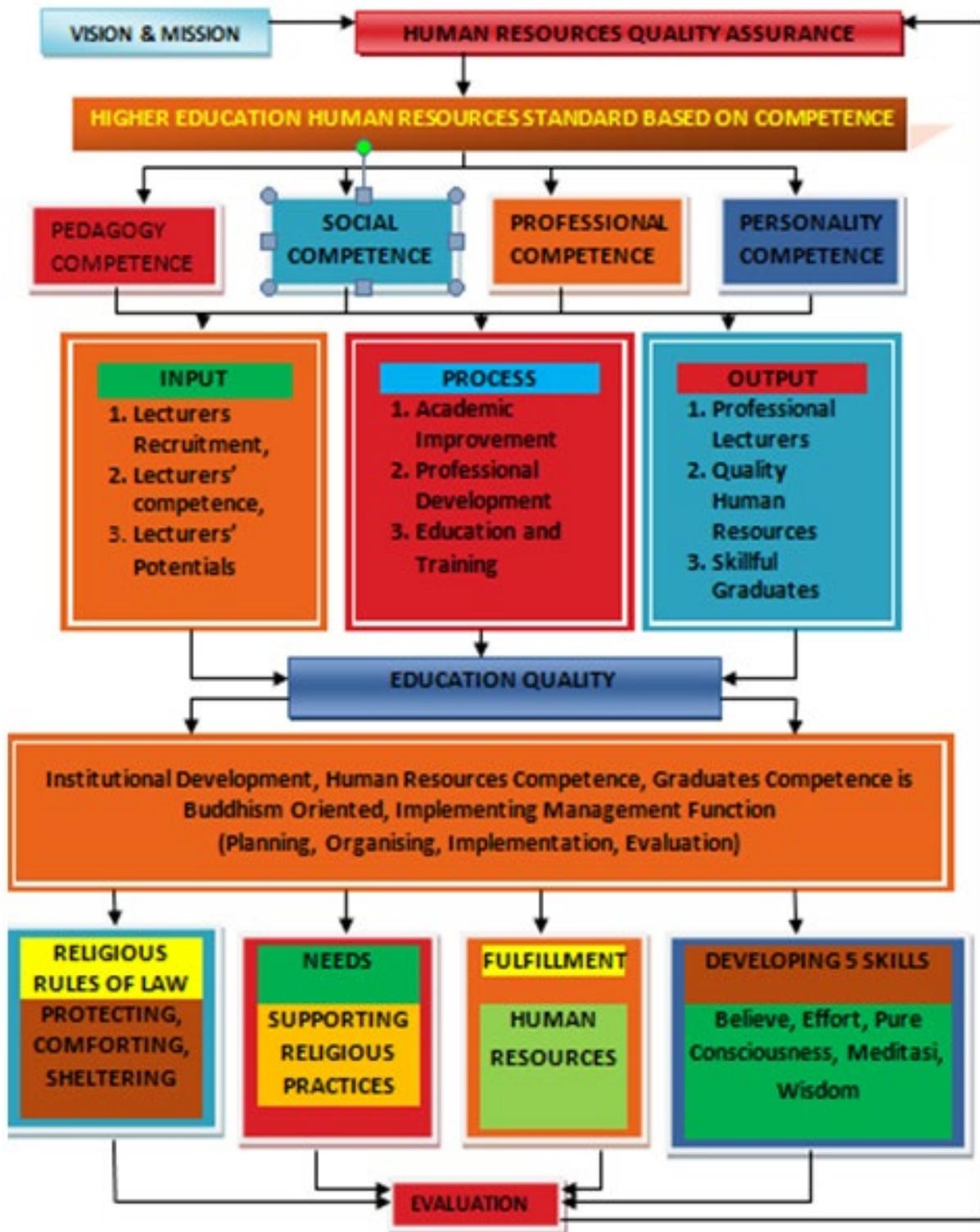
Discussion

Geographical Location

Smaratungga Boyolali School of Buddhism and Jinarakkhita Bandar Lampung School of Buddhism in implementing the management system for the application of education are carried out based on the standard of the Directorate General of Higher Education . Institutional management strategies implemented by the Buddhayana Semarang Foundation for Boyolali and Jinarakkita Bandar Lampung School of Buddhism were carried out by the Buddhayana Vidyalaya Foundation Bandar Lampung as an HR policy determinant which authorised structural officials to implement their policies. Structural officials are appointed by the foundation as the right hand in carrying out institutional tasks.

The executor of the policy at the Smaratungga Boyolali School of Buddhism and Jinarakkhita Bandar Lampung School of Buddhism is the Chair who is assisted by the Deputy Chairperson and Chair of the Study Program. The implementation of the duties of the Deputy Chair and Chair of the Study Program is assisted by the Secretary and Head of the Field. The management system carried out by the Institute of Higher Education of Buddhism at Smaratungga Boyolali School of Buddhism and Jinarakkhita Bandar Lampung School of Buddhism has similarities in the study programs of the Buddhist Study Program.

Similar Scientific Characteristics

In addition to the similarities of the same study programs, including the Buddhist Religion Study Program, the quality assurance of lecturers' human resources at BHE aims to improve sustainable quality in realising total quality of education. The implementation of BHE lecturers' quality assurance development model focuses on Buddhist-based standards related to the development of lecturer human resources and infrastructure as well as the implementation of management functions, including: planning, organizing, implementing and evaluating.

The discovery strategy in the research process is carried out using a factual model to obtain the findings of preliminary research relating to the application of standards based on Buddhism and the application of management functions. The information retrieval system was carried out through interviews, questionnaires, and documents relating to the quality assurance of human resources of BHE lecturers.

Strategic steps related to data collection techniques in the introduction are carried out through: 1) distributing questionnaires to lecturers, structural officials to identify needs, and manage education for quality improvement standards based on Buddhism to improve the

quality of human resources of BHE lecturers. Based on the results obtained through the questionnaire, a critical analysis was carried out to find information related to the standard of guaranteeing the quality of human resources based on Buddhism lecturers in BHE; 2) the next step was to obtain in-depth information to conduct interviews on information sources as determinants of quality policy and implementers of existing education quality, to managers (foundations) structural officials Smaratungga Boyolali School of Buddhism and Jinarakkhita Bandar Lampung School of Buddhism including the Chairperson, Chair of Study Programs, several lecturers and students to obtain information related to the importance of standards for the improvement of Human Resource Quality Assurance for Buddhist lecturers.

Final Results

A series of activities are carried out based on the factual model, therefore the exploration process was carried out through: 1) field observations on organizational management of Smaratungga Boyolali School of Buddhism and Jinarakkhita Bandar Lampung School of Buddhism related to academic atmosphere ; 2) interviews with the Chair of the Study Program, Chair of the Quality Assurance and Accreditation, several lecturers, education personnel, and some students as representatives who focus on managing the quality of education in the School of Buddhism environment, both directly and through the learning process for students; 3) study activities and analysis of documents related to the implementation of the learning process, lecturer human resources, infrastructure, and other support are important and inseparable from the quality assurance of lecturers in both Schools of Buddhism.

The final results of the implementation of research and development (R & D) obtained a general description consisting of the organisation of quality management regarding improving lecturer human resources and infrastructure needed as a step towards supporting and improving the quality of human resources and graduates. This was supported by the results of limited trials at Jinarakkhita Bandar Lampung School of Buddhism and Smaratungga Boyolali School of Buddhism as expanded trial sites.

The results of the study also obtained information relating to the quality assurance of lecturer human resources in the two BHEs through Buddhist-based standards applied to the development of human resources and infrastructure. Based on these results, an overview of the guarantee management and improvement of the quality of human resources of BHE lecturers was obtained from the two BHEs, although there were still several various obstacles and several similar indicators, such as the limited number of lecturers and the lack of commitment by Institutions in managing Higher Education as well as the inability of the Government and Buddha Bimas Directorate General to monitor the quality of education in their environment.

Research produced through critical analysis refers to the study of PDCA management functions (Plan-Do-Check-Act) to obtain findings relating to the implementation of BHE lecturers' quality assurance with the standards based on Buddhism so that they can be described. Planning standards for guaranteeing the quality of BHE lecturers is closely related to recruitment, identifying needs, developing, analysing needs, coordinating work groups, increasing professionalism and career development. Organizing standardised standards for guaranteeing the quality of human resources at BHE focuses on competency determination, preparation of standards, objectives and material indicators, development and material development activities. The implementation of standards for guaranteeing the quality of human resources in BHE is related to the preparation of developing teaching materials, application, and the accuracy of using learning resources, as well as the development of quality assurance models, the implementation of quality development, and the application and use of evaluation models. The evaluation ofBHE lecturer quality standards for quality assurance is carried out related to the formulation of objectives, preparation of criteria, periodic monitoring of learning and practice processes, involvement of lecturers and practice supervisors, graduate competency results, application of development models, and lecturers' career development.

Results obtained through critical analysis that refers to the implementation of the management functions above can be explained in detail through limited, expanded and expert trials as well as the implementation of Delphi techniques so that the validity of the results obtained have deeper meaning. These considerations include the depth of analysis carried out in the research implementation.

The application of management function is a step towards gradually obtaining maximum results so that the standard for guaranteeing the quality of Buddhist lecturers at BHE can be accommodated as needed. The management function also plays an important role in an institution, considering that all steps taken require planning, organizing, implementing and evaluating in order to obtain a clear picture. With the analytical management steps taken, maximum results to be applied to the system built at the BHE institutions are based on the demands of the ISO-9001 element used to measure the quality assurance management of an educational institution, both in terms of leadership system, decision making, process and service procedures and strategies for improving the quality of graduates which can provide an accurate picture about the direction of achievement according to the Institute's vision, mission and objectives .

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