

Implementation of Minister of Education and Culture Policy Number 84 of 2013 Article 11

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ABSTRACT. The government, through the Minister of Education and Culture of the Republic of Indonesia, issued Regulation Number 84 of 2013 concerning the appointment of permanent lecturers at private universities. This study aims to analyze the implementation of the Minister of Education and Culture Regulation Number 84 article 11 at private universities in East Java in improving the quality of its human resources. The subjects in this study were the 7 best private universities in the ranking and clustering version by the Ministry of research, technology, and higher education 2020. The result was the compensation received by permanent lecturers with the lowest group, namely Expert Assistants, in the form of gross monthly salaries ranging from Rp. 3,000,000, 00 – Rp 12,000,000.00. With this compensation, lecturers are also motivated to be more productive in their work (Tridharma of Higher Education) because it is proportional to their compensation. This also spurs increasing capabilities such as continuing the postdoctoral education level carried out by lecturers, so universities also provide special rewards. This proves that a lecturer's performance will increase in line with the high level of satisfaction that comes from fulfilling his needs, desires, and expectations. The satisfaction that lecturers get from what they receive from campus creates a commitment to the organizations they join.

Keywords: *Lecturer Quality, Lecturer Compensation, Motivation, Organizational Commitment*

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INTRODUCTION

Human resource development is currently the government's top priority. Through quality, human resources will support the achievement of Indonesia's vision and mission which is advanced and competitive. The government through the Minister of Education and Culture of the Republic of Indonesia issued Regulation Number 84 of 2013 concerning the appointment of permanent lecturers at private universities. The government believes that it is necessary to provide arrangements regarding the appointment of permanent lecturers at private universities. which aims to ensure the quality of private university lecturers better.

The government will improve the quality of education by recruiting lecturers with appropriate academic qualifications and competencies, fulfilling special and general requirements,

obtaining rights, and others. Lecturers within the scope of universities as formal educational institutions play an important role in improving the quality of education through learning (Agustina Heryati, 2017; Kartiko, 2019). Higher education as one of the organizations engaged in education cannot be separated from improving the quality and competence of its resources, especially educators or often referred to as lecturers (Nurhayati & Jannah, 2016). Therefore, the responsibility for its management is the task of higher education leaders because lecturers are the spearhead who have a strategic role in improving the quality of education in higher education. Thus, a tangible manifestation of the quality of education that can be carried out by a lecturer is a learning process carried out based on planning, implementation, improvisation, and evaluation in achieving predetermined learning objectives.

However, the development of an increasingly massive sector of education, of course, is accompanied by demands from stakeholders who also continue to develop so higher education chiefs must respond to this by preparing to improve the quality of lecturers. This agrees with the Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 (Veloo et al., 2013) concerning National Standards for Higher Education Article 26 states that the standards of lecturers and education staff are the minimum criteria regarding the qualifications and competencies of lecturers and education staff to provide education in the context of fulfilling graduate learning outcomes. Moreover, Law Number 14 of 2005 concerning Teachers and Lecturers Article 1 states that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service or what is called the Tridharma of Higher Education.

The main task of lecturers, which has received a positive response from university leaders, is compensation for the lecturer's performance and is even legally protected by the central government. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 84 of 2013 is a policy made by the Minister of Education and Culture in 2013 taking into account the arrangements for the appointment of permanent lecturers at private universities to ensure the quality of lecturers. The focus emphasized in Article 11 is the rights of permanent lecturers at private universities as stated in it which includes basic salary, income attached to salary, other income, social welfare insurance, additional benefits as well as professional allowances and honors for professors. Thus, the things mentioned above can be realized as compensation obtained by the lecturer. All income is in the form of money, goods, or indirectly received by employees in return for services provided to the company (Bukit et al., 2017). The existence of compensation aims to obtain qualified personnel, retain current employees, ensure justice, reward behavior, control costs, and comply with legal regulations. Compensation is considered to have a bigger role to improve performance because compensation is everything that employees receive as remuneration for their work (Handoko, 2016; Kartiko et al., 2020). Compensation is what employees receive in exchange for their contribution to the organization (Arifin, 2009; Simamora, 2004). Based on the laws and government regulations above, the position, duties and obligations, existence, and rights of lecturers become very clear.

One of the ways to improve the quality of lecturers in private universities can be seen in the ability to lead universities to reach the top rank in an area, although many other supporting factors will participate in achieving it. This can be proven by data from the Ministry of Research, Technology and Higher Education regarding the ranking of universities which is measured through many indicators, namely the measurement of the quality of lecturers, the quality of managerial institutions, the quality of student activities, and the quality of research and publications showing rankings. On August 18, 2019, the Ministry of Research, Technology and Higher Education announced the 2020 clustering of Indonesian universities in Jakarta, where the purpose of this clustering is to encourage Indonesian universities to advance and become world-class. Based on the results of the ranking and clustering, the 7 best private universities in East Java were obtained, namely the University of Surabaya (ranked 31 nationally/cluster 2); The

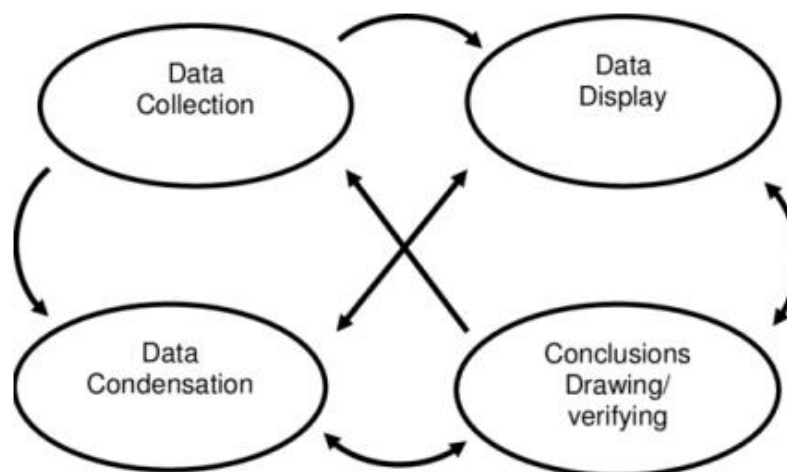
University of Muhammadiyah Malang (ranked 38 nationally/cluster 2); Petra Christian University (ranked 43 national/cluster 2); Widya Mandala Catholic University Surabaya (ranked 52 nationally/cluster 2); Ma Chung University (ranked 53 nationally/ Cluster 2); Malang National Institute of Technology (56 national ranking/ Cluster 2); and the University of 17 August 1945 Surabaya (ranked 57th nationally/Cluster 2).

The existence of mapping by the ministry of research, technology, and higher education, the author wants to analyze from an application of the Minister of Education and Culture Regulation Number 84 article 11 with the quality of human resources at private universities that have the status of the 7 best private universities according to the ministry of research, technology, and education. higher education in 2020. Through an in-depth analysis of the implementation of the Minister of Education and Culture Regulation that can encourage the improvement of the quality of human resources, it can be a reference for other private universities to improve the quality of lecturers from the compensation sector.

METHOD

This research is qualitative. The Qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, j, 2006). The focus of this research is the implementation of the Minister of Education and Culture Regulation Article 84 Number 11 on private universities in East Java, especially the 7 best private universities according to the Ministry of Research, Technology and Higher Education version of ranking and clustering. The research subjects used are permanent lecturers at the 7 best private universities in East Java according to the Ministry of Research, Technology and Higher Education 2020. The data used are primary in the form of interviews and observations, while secondary data is in the form of documentation and files related to research.(Anwar, 2011) The data analysis technique used is an interactive model (Miles, et al, 2014) which consists of collecting, condensation, display, and conclusions drawing.

Figure 1 Data Analysis using Interactive Model



Source: (Miles & Huberman, 2014)

RESULT AND DISCUSSION

As referred to as human resources in universities, one of them is a lecturer. In this study, the focus of the author is to discuss the quality of lecturers as human resources in universities. According to the Republic of Indonesia Law Number 14 of 2005, Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. The position of lecturers as professionals as referred to in article 3 paragraph 1 is to improve the quality of national education. In carrying out their professional duties by the Law of the Republic of Indonesia Number 14 of 2005, lecturers are obliged to: (1) carry out education, research, and service to the community; (2) plan, implement the learning process, as well as assessing and evaluating learning outcomes; (3) continuously improve and develop academic qualifications and competencies in line with the development of science, technology, and the arts; (4) act objectively and non-discriminatory on based on considerations of gender, religion, ethnicity, race, certain physical conditions, or the socio-economic background of students in learning; (5) upholding laws and regulations, laws and codes of ethics, as well as religious and ethical values and (6) maintaining and fostering national unity and integrity.

(Anung Pramudyo, 2010; Simbolon, 2005) states that the factors that affect the performance of lecturers are the first is motivation, which is something that encourages employees to cause behavior and direct them toward a goal. The second is competence, where a person's character is based on the individual associated with a measure of whether or not performance is effective in a job. The third is leadership, which is a driving force in achieving these goals. Tridharma of Higher Education is closely related to lecturer performance. Lecturer performance can increase due to: (1) compatibility between work and expertise; (2) performance satisfaction; and (3) improvement and utilization of information technology (Tutik Rahmawati, 2013). Thus, it is true that lecturers are the spearhead in higher education because of the activities of the Tridharma of higher education that they carry out. Tridharma of higher education is part of the lecturer's performance which will be reported in the form of Lecturer Workload for one semester.

The performance of a lecturer as a human resource in a university will also have an impact on the quality of the university itself. This is related to the achievement of higher education accreditation, which in the preparation of the rules for evaluating accreditation instruments, one of which is the achievement of the Tridharma of higher education. While in the assessment dimension, lecturers are included in the quality of input and criteria and assessment elements are included in criteria 4 regarding human resources, criteria 7 regarding research, criteria 8 services and criteria 9 regarding outcomes and achievements of the Tridharma (National Accreditation Board for Higher Education: 2019).

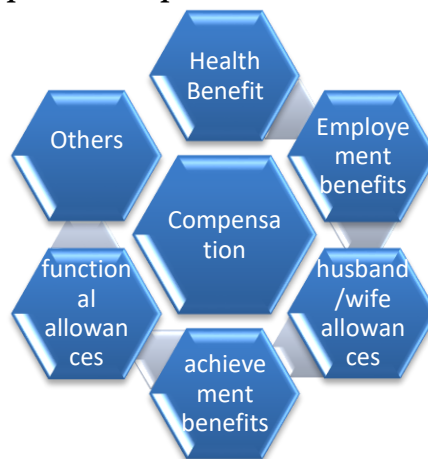
The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 84 of 2013 is a policy made by the Minister of Education and Culture in 2013 taking into account the regulation regarding the appointment of non-civil servant permanent lecturers at state universities and the regulation regarding the appointment of permanent lecturers at private universities to ensure that lecturer quality. The regulation contains article 1: stakeholders in the intended Ministerial regulation, article 2: academic qualifications and competencies to become lecturers so that they are open to the public through a selection process and for the appointment of permanent lecturers at private universities based on work agreements / legislation while for non-civil servants based on legislation, article 3: general and special requirements that must be possessed by lecturers who are appointed as permanent lecturers or non-civil servants, article 4: appointments of permanent and non-civil servant lecturers can occur if there is a ratio of lecturers and the number of students has not met the national standards of higher education which can be seen in the higher education database, article 5: procedures for appointing non-civil

servants, article 6: procedures for appointing permanent lecturers at private universities, article 7: issuance of national lecturer identification numbers, article 8 : level of academic position, rank / class According to the laws and regulations, article 9: rights and obligations of permanent and non-civil servant lecturers, article 10: work agreement, article 11: compensation received by permanent and non-civil servant lecturers, article 12: stipulation of applicable Ministerial regulations .

The focus emphasized in Article 11 is the rights of permanent lecturers at private universities as stated in it which includes basic salary, income attached to salary, other income, social welfare insurance, additional benefits as well as professional allowances and honors for professors. (Patiar & Wang, 2020) defines compensation as all income in the form of money, or goods, directly or indirectly received by employees in return for services provided to the company. Awards received by someone in any form are closely related to one's job satisfaction because someone feels cared for, and appreciated so that they can motivate themselves to work better. Schoell quoted in (Rusdiana, 2018) states that Compensation is all of the pay or benefits for employees that arise from their employment. Thus, the above can be realized as compensation obtained by the lecturer.

Based on primary and secondary data collection, it was found that the compensation data received by permanent lecturers with the lowest group, namely Expert Assistants in the form of gross monthly salaries ranging from Rp. 3,000,000.00 - Rp. 12,000,000.00. In the details of the salary slips obtained by the lecturer, it can be seen that there are details of several benefits attached including health benefits, employment benefits, husband/wife allowances, achievement benefits, functional allowances, structural allowances, in-kind allowances, and others. All lecturers still get a basic salary and allowances. However, among the campuses where the population has a different language in applying for the allowance, some detail it in detail, and some mention it globally. This is by the Decree issued by the respective rectors of the private universities. Thus, permanent lecturers must receive proper compensation in the policies made by the Ministry of Education and Culture in the Regulation of the Minister of Education and Culture Number 84 article 11.

Figure 2 Types of Compensation in Private Universities



Source : (Informan 2022)

As stated in the regulation of the minister of education and culture number 84 Article 11, regarding the rights of lecturers who consider the arrangements in the appointment of permanent lecturers at private universities to ensure the quality and quality of lecturers, it is hoped that with this policy, lecturers who have permanent status in Higher education institutions have good quality and are supported by the rights they will get. Through the rights obtained by the lecturer in the form of compensation, it was found that the lecturer was motivated to be more productive

in his work because it was proportional to the compensation he received. By increasing capabilities such as continuing postdoctoral education carried out by lecturers, universities also provide rewards in the form of cash and achievement allowances that increase every month.

The above agrees with research (Agustina Heryati, 2017) that compensation has a positive impact on the performance of lecturers at the Islamic School of Business Economics. Performance is the result or output of a process that is measured using indicators of work quality, capability, initiative, communication, and promptness (Mitchell, Terence R.; & Larson, James R., 1987). (Widyastuti & Rahardja, 2018) states that employee performance will determine the success of an organization. Therefore, the quality of higher education is also determined by the performance of the lecturers. This is also what was expressed by (Nurkhaerani et al., 2013; Sonia Piscayanti, 2015) that the quality of education in higher education can be seen from the quality of lecturers' performance in carrying out their duties. Law Number 12 of 2012 concerning Higher Education, it is stated that the main task of lecturers is to carry out the Tridharma of Higher Education, namely education, research, and community service. Therefore, lecturer performance is the level of achievement of lecturers as academic functional staff in carrying out educational, research, and community service tasks (hendro Tamali, 2019; Irene Putri Jauri, 2022). (Murti & Srimulyani, 2013) states that the performance of an employee will increase in line with the high level of satisfaction that comes from the fulfillment of his needs, desires, and expectations. It's the same with lecturers. In addition to the basic salary given every month, the government also provides professional allowances by Article 84 of the Minister of Education and Culture Regulation Number 11. The provision of these allowances is expected to spur lecturers to be more productive in carrying out their obligations, both in education, research, and community service.

Lecturers not only feel motivated in doing the Tridharma of higher education but they are also satisfied with what has been given by the university. Even the lecturers stated that they will continue to serve and work at universities that have given National Lecturer Identification Numbers. Because through the national lecturer ID numbers and functional positions they have obtained, they have received many benefits, one of the most impactful is the ease of obtaining research and service assistance. This finding is supported by the definition stated by Rianna (2018) that organizational commitment is an attitude of liking the company and satisfaction with what has been given by the company. Moreover, (Kee et al., 2016), found that there was a significant relationship between financial compensation such as salaries, bonuses, and advances in organizational commitment. However, according to lecturers' preferences, it turns out that lecturers prefer compensation received from external research rather than allowances obtained internally for research and service.

CONCLUSION

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 84 of 2013 is a policy made by the Minister of Education and Culture in 2013 taking into account the arrangements for the appointment of permanent lecturers at private universities to ensure the quality and quality of lecturers. The focus emphasized in Article 11 is the rights of permanent lecturers at private universities as stated in it which includes basic salary, income attached to salary, other income, social welfare insurance, additional benefits as well as professional allowances and honors for professors. The compensation received by permanent lecturers with the lowest group, namely Expert Assistants in the form of gross monthly salaries ranging from Rp. 3,000,000.00 - Rp. 12,000,000.00. This is following the decrees issued by the respective rectors of these private universities and under the policies made by the minister of education and culture in the Minister of Education and Culture Regulation Number 84 article 11. The rights of lecturers in the form of compensation give birth to motivation to continue working. in this case is the Tridharma of Higher Education namely teaching, research, and service to the community. Therefore, the compensation received by lecturers can improve the performance of

the lecturers themselves which in the end the quality of higher education is also affected by improving the quality of its human resources. More than that, the lecturer who gets his rights also has a sense of satisfaction and pleasure in the gift from the organization that oversees him so this creates a commitment to continue to serve the institution that oversees him.

This research has limitations in the short research time, the number of informants and universities that are the research samples, considering that there are a large number of private universities in East Java. The researcher suggests to future researchers to study government policies that have not been reviewed in this article.

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