# Talent Management Through Lecturers Competency Evaluation Rubic in Study Programs in Higher Education

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**Abstracts:** Research with the title: Talent Management Through Lecturers Competency Evaluation Rubric in Study Programs Higher Education, where this research was conducted at the Faculty of Education, Universitas Muhammadiyah Jakarta, Indonesia in the odd semester of the 2021/2022 academic year with the distribution of competencies for AIK courses, which are spread across various programs studies in FIP-UMJ, including PGPAUD, PGSD, PENDMAT, PBI, PBSI, POR, PTI. MTP. The number of respondents studied amounted to 27 lecturers, especially those who teach courses according to their competence. The research method with a qualitative descriptive approach. The results of this study indicate that based on the findings in this study there are still 0.11% who are irrelevant to the competency area, but based on the data obtained the person concerned has a background that supports the AIK learning process, especially at the Universitas Muhammadiyah Jakarta, Indonesia. There were three research objectives led the authors to conduct this study, namely: 1) to present the elements used in lecturers' competencies evaluation rubric; 2) to analysis each of the element assessed in the rubric according to educational system and practice; 3) to report the extent in which this evaluation aligns with talent management practice. The findings revealed that first, the elements used in the rubric needs to be re-evaluated in terms of the statements presented in the questionnaire and the scale; second, each of the element in the rubric is suitable with the qualities mandated by Indonesian Acts for teachers and lecturers No. 14/2005 and proven to be effective by prior studies; third, this evaluation rubric is said to be align with the implementation of talent management in which competencies of the lecturers will obviously support the institution to compete with other private universities and reach its vision, missions, and objectives.

**Keywords:** Talent Management, Lecturer Competency, Evaluation Rubric.

## 1. INTRODUCTION

The background for this research is that the learning process is going well which includes the ability of lecturers to provide material, mastery of the material discussed, Mastery of technology as a tool in the learning process and competency skills according to the subjects taught to students. So it is important to evaluate lecturers by students which are carried out every semester. With the evaluation of lecturers by students will be able to provide information that is open and more objective. Evaluation of lecturers by students is carried out to find out in general that the lecturers who have been given the task are to be able to prepare a Learning Process Plan every semester, so that the achievements of the learning process can be known well and to prepare a syllabus on topics of discussion at each meeting in the learning process activities in class. Lecturer evaluation by students is carried out for all courses offered in each semester. Researchers are more interested in AIK courses, because this course is characteristic and must be followed by all students and AIK studies have always been a culture every Friday for AIK. This course is a hallmark of the institution and is also included in the curriculum of all study programs at the Universitas Muhammadiyah Jakarta. Indonesia.

In general, the assessment of lecturers by students applies to all courses offered in odd and even semesters, thus the results of this evaluation will be used as a guide in evaluating lecturers, and if the results of the evaluation are very poor then the lecturer is considered unfit to carry out his profession, then his status will be reviewed through a warning letter, if it cannot improve its performance the organization will decide to review the status of being a lecturer. It is hoped that all alumni who graduate from Universitas Muhammadiyah Jakarta, Indonesia, will have instilled good character values. Thus through evaluation of lecturers by students it is expected whether lecturers teach based on competence or just fulfilling obligations, with this evaluation it can be used as evaluation material to provide lecturer assignment in the following semester. As the institutions have management to rule out the system, talent management in universities is crucially needed to place right persons that will support their vision, missions, and goals so that they will be able to compete with other organizations.

Talent management addresses how managing people and their positions in various levels in organization is important (Lewis & Heckman, 2006), hence, educational institutions of higher studies are strongly demanded to re-evaluate their structures of organizational and managerial aspects from the perspective of talent management (Bradley,2016). Universities are not only required to define and identify their objectives clearly, but more, they have to conceive and execute efficient systems to reach those objectives (Drew, 2006). Bradley (2016) argued that as one of core activities of universities is teaching, examining the performance of key people in pivotal positions through talent management will avoid inefficiency, confusion and cynicism.  Further, he also suggested that in order to enhance their long-term performance, universities should refer to talent management in highlighting the skills of the educators as the main actors of the teaching process.

## 2. METHOD

This qualitative research work used document of evaluation rubric of lecturer's teaching qualities and performance as the main data to be descriptively analysed. This rubric is distributed to all students of all majors and semesters in Google form questionnaire every semester. The distribution is organized by head of quality assurance department of each major in order to get students' perceptions based on what they experienced taught by the lecturers every semester. Students' responses to the questionnaire are recapitulated, analysed and reported to Vice Dean for academic affairs acknowledged by the Dean. The results of this evaluation are followed up in end of semester academic meeting led by the authorities of the faculty.

The main purpose of having this kind of evaluation is to get real information from the students about teaching quality and performance of the lecturer which refer to 'competencies'. The questionnaire itself was designed by the stake holders of the faculty after being revised for several times based on the information needed. It is a 4-Likert scale questionnaire called as Evaluation of lecturers by students (*EDOM)*, The scale of those four options were different according to the elements being evaluated. Before being followed up in teaching performance meeting of the faculty, the questionnaire is firstly distributed by head of each major to the intended lecturers so that they will know in what part their performance was perceived good and in what aspect they need to improve, according to the students.

For the sake of this research study, the authors analysed this evaluation rubric to be aligned with talent management to see how valid and reliable it fits the objectives of the faculty in order to keep the quality of its lecturers' teaching competencies. The analysis was reported based on three objectives of the study previously described.

## 3. LITERATURE REVIEW

### 3.1. The Extent in Which This Evaluation Aligns with Talent Management

Scholars and previous research studies claimed that talent management is very crucial to be implemented in higher education institutions. Universities as educational organization have their vision and missions which will determine their competitive values among other institutions. Therefore, aligning evaluation rubric used by the institution in order to assess lecturers' qualities in terms of their teaching competencies is one of the aspects promoting by talent management. Lecturers are the ones who interact directly with the students, the people who carry out the instructional process need to be regularly evaluated in order to support success of institution in implementing its vision, missions, and objectives strategically. As Bradley (2016), argued that human capital role in a university performance determination is logical aspect where talent management might have the influence too.

In any business, potential and talented employees are the biggest assets in implementing vision, missions and objectives of organizations. "*Losing any of an organization's key personnel has a huge financial impact, especially when considering the information lost with just an employee's departure*" (Mishra, 2022, p. 56). Therefore, the evaluation of the lecturers of the institution by inviting students' perceptions as the ones who directly experience the teaching and learning process is one of the systematic actions that fits the practice of talent management. The

results of this study described above can be discussed further in three scopes as the answers of research objectives.

**First**, there are several points that can be seen from that rubric; (1) the qualities, preferences, frequencies and others related to the scale are not similar (Complete-Not complete, Very appropriate-Not appropriate, Able-Unable, Always-Never, and some other opinions), hence, in terms of validity it should be further assessed; (2) the statements given to each of the competence assessed are not balance, in which pedagogic and social competence comprise 5 statements, personality competence consists of 4 statements, AIK only 3 statements, and professional competence covers 12 statements, thus, this also needs to be analysed further in order to avoid the perception that one competence seems more important over the others; (3) in that 4-Likert scale, the options given are only for scale 4 (showing the best) and scale 1 (showing the poorest), while for scale 2 and 3 remain with no written qualities, hence, this also need to be Re-evaluated to avoid different various perceptions from the students.

**Second**, it can be said that all the elements of the rubric have fulfilled those 4 competence standards as mandated by Indonesian Acts No. 14/2005. One other competence, i.e., AIK, is also added to those four since the institution is one of the biggest Islamic Organization which based all its activities on Islamic values. Nbina (2012) in his research proved that the students taught by qualified teachers significantly performed better than those who were taught by the unqualified one. His research explained that qualified teachers were those who competent in their teaching profession. By having the feedback from the students about lecturers' teaching competencies, the institution is on the right track to get the idea on professional competence of its lecturers. Wardoyo, et.al., (2020) for example, described two competencies of what teachers have to possess. Their research found that in terms of pedagogic competence, teachers were able to select and apply appropriate teaching methods and strategies, design and plan the learning, use learning activities as one of the sources to evaluate the needs of the students. While in terms of personality competence, teachers are able to show proper attitudes and actions to be imitated and followed by the students. This means that having eligible lecturers based on students' perceptions would definitely become valuable assets for the university as the implementer of educational system and practice.

**Third,** evaluation of lecturers' competencies by students administered by the faculty regularly by semester is in line with talent management implementation. The faculty will get valid and comprehensive information on whether or not a lecturer needs improvement, should be given more training or trained in certain aspect of his/her competence element. Besides, lecturers who get excellent feedback from the students reflected as competent and institutions might need to consider to motivation them by giving rewards in the forms of additional incentives, remuneration, job promotion, and so on and so forth. Therefore, it is hoped that the faculty, as part of the university, said to be ready to compete in the educational market. As Al-Dalahmeh (2020), who did a review study on talent management concluded that talent management plays significant effect on employees' performance in an organization, hence, the authorities of that organization should hold systematic programs to develop and train their talented human capitals by converting and transferring all implicit knowledge to the explicit one. According to Krishnan & Scullion (2017), talent management is a series of high individuals' systematic process of attraction, identification, development, engagement, and retention to reach a particular value to their organization.

Rudhumbu (2014), explained that one of the trends found from the literatures regarding talent management was low commitment of higher education institutions to monitor talent management in which: 1) only 36% of the institutions considered talent management as part of other strategic priorities; 2) slightly more than 37% of the institutions collected and analyzed the data related to the measurement of their employees' knowledge, skills, responsibilities and roles; 3) of the 37% aforementioned above, only 42% of the collected and analyzed data used in the improvement of talent planning and engagement. Thus, with respect to this, Hewitt (2012) opined that universities, as higher education institutions, particularly the private ones, to seriously take talent management paradigm into account if they are willing to be successful in their operations and reach competitive advantages. This suggestion was in line with Baporikar & Smith (2019)'s who advocated higher education institutions to practice talent management in order to motivate their workforce to carry on effective and efficient work duties.

In relation to talent management in higher education institutions, there was plethora of prior studies conducted with numerous purposes including evaluating the performance of both the institution and the people in that institution. Purwaningsih, et.al., (2021) investigated the influence of talent management on educators in higher education in West Java and DKI Jaya Provinces. Their quantitative study showed that the talent management implementation positively and moderately affected the performance of educational employees. Priyadarshini & Sinha (2020), attempted to measure the relationship between talent management practices model and faculty performance. Their research work reported that practices of talent management such as talent retention, talent acquisition, development of teaching skills, development of research skills, and development of leadership showed cause-effect relationship with the whole performance of a faculty including internal and external mediation. Similar to these two researches, the study of Praise & Kah, (2020), also revealed that in higher institutions in Nigeria, talent management practices had positive relationship with the performance of employees.

The other purposes in the scope of talent management studies in higher institutions were, for example, carried out by Hilman and Abubakar (2017), who developed strategic talent management framework in its effect to university performance; Akar (2019) who examined talent management from the experience and views of university administrators; Martin. Dabic. & Lord (2022), who explored talent management in eight universities in UK through narratives of managers in doctoral programs; Jais, Rahaya, & Ghani (2021), who identified clustering frameworks of leadership competency skills in higher education institutions as part of talent management development process; Musakuro (2022), who attempted to develop talent management framework in higher education to attract and retain academic staff, and many others.

Among those prior researches, the discussion of talent management which analyzed the metric used by private higher institutions in evaluating the competencies of lecturers from the perspectives of the students as the main users of the organizations still remain silent. Thus, this paper is intended to fill that gap by proposing three research questions, i.e., 1) what are the elements used in evaluating teaching competencies of the lecturers? 2) How does each of the element assessed in the rubric represent educational system and practice? 3) To what extent does this evaluation align with talent management practice? The writers believe that evaluating the rubric of lecturers' competencies evaluation in this research will be an insightful picture for the authorities of the institution to analyse what elements to keep and to develop so that lecturers' competencies can be well-acknowledged as part of talent management practices.

## 4. FINDINGS AND EVALUATION

### 4.1. Findings

This opinion explicitly stated that the main goal of talent management is to manage the potential human resources of the organization in order to achieve the targeted value. Therefore, talent management should be applied professionally. Shrimali & Gidwani (2012) suggested that top of management in the organization should contribute and support the development of their employees to run highly effective talent management starting from planning the workforce until talent retention and grabbing talented human resources and developing them.

Based on the results of the final evaluation of the lecturers of the elementary school teacher education study program, which is considered sufficient to represent the respondents to be targeted in the results of this study according to the characteristics of respondents based on gender as follows:

**Table 1: Characteristics of respondents by gender**

| No | Gender | Frequency absolute | Percentage |
|----|--------|--------------------|------------|
| 1 | Man | 13 | 48,1% |
| 2 | Woman | 14 | 51,9% |
| | Total | 27 | 100% |

While the overall evaluation results are still considered not good, there are 6 lecturers, white am average score of 60, and I person who is quite goog with a score of 75,6, while those who score very well are I person with an average score an average of 100.
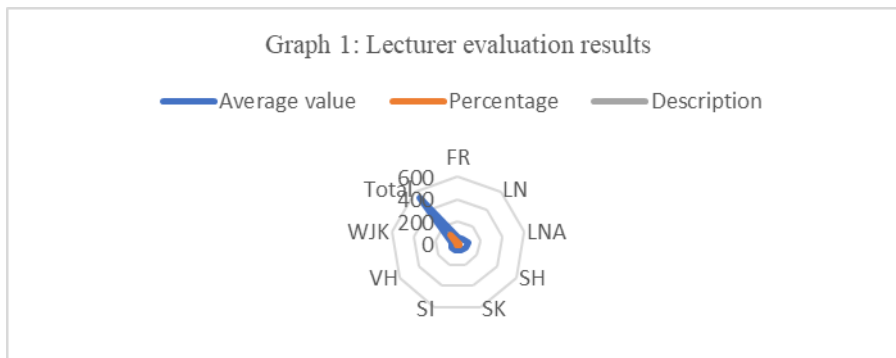


The results of the study obtained final data in evaluating lecturers by students in general there are still several lecturers in carrying out the learning process in the classroom with an average score of 60 as many as 6 people, and there is 1 person with a value of 100, while those who get an average score of 75, 66 as much as 1 person. Thus the results can be used as evaluation material for the assignment in the coming semester.

Based on the distribution of lecturers in teaching according to class and for AIK courses offered with existing study programs at FIP-UMJ, which include PGPAUD, PGSD, PENDMAT, PBI, PBSI, POR, PTI and MTP study programs, including:

**Table 2: Distribution of lecturers in teaching**

| No | Study Program | Number of classes | Absolute Frequency | Percentage |
|----|---------------|-------------------|--------------------|------------|
| 01 | PGPAUD | 3 | 3 | 0,11% |
| 02 | PGSD | 6 | 6 | 0,23% |
| 03 | PENDMAT | 3 | 3 | 0,11% |
| 04 | PBI | 3 | 3 | 0,11% |
| 05 | PBSI | 3 | 3 | 0,11% |
| 06 | POR | 4 | 4 | 0,15% |
| 07 | PTI | 3 | 3 | 0,11% |
| 08 | MTP | 2 | 2 | 0,07% |
| | Total | 27 | 27 | 100% |

Based on the table above, there are 0.23% who have the largest number of classes, namely the PGSD study program, and then followed by the POR study program with a total of 4 classes with a percentage rate of 0.15%, thus the absorption rate for the number of lecturers administers the largest AIK course in the PGSD study program. Meanwhile, the absorption rate for AIK lecturers was the lowest in the MTP study program with a presentation of 0.07%. Thus, based on the evaluation results of lecturers based on competence, in general they have fulfilled their competencies, according to the chart for the distribution of lecturers supporting AIK courses based on the study program as follows:
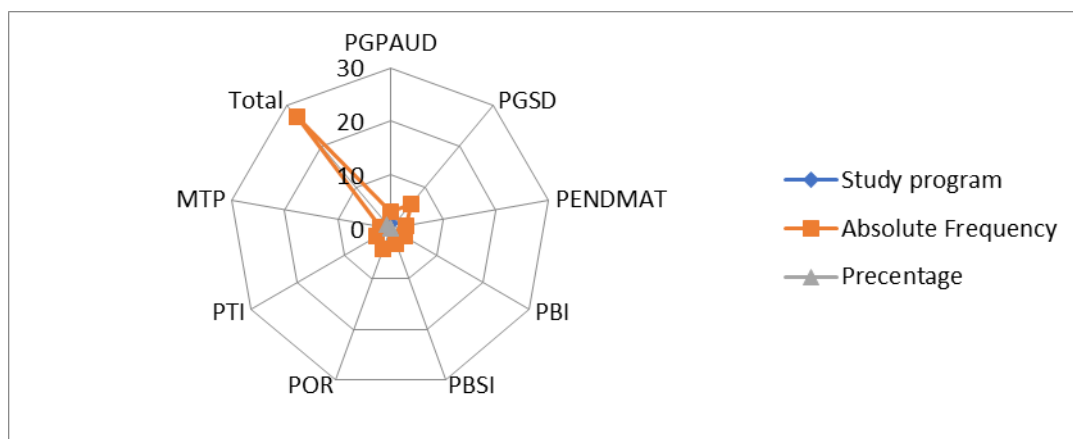
**Graph 2:** Distribution of lecturer supporting for AIK

Based on the results of research data analysis, the total number of lecturers as a whole can be absorbed according to the number of classes offered in the odd semester of the 2021/2022 academic year, which can be seen concretely in the lecturer distribution chart above. The findings of this research were referred to three research focuses as aforementioned in the introduction section and followed up by comprehensive discussion.

## 4.2. Evaluation Rubric of Lecturers

The elements evaluated in the rubric, there are 5 competence assessed in the rubric in which each of the element has several statements to be chosen with 4 different scale of options. The elements are Pedagogic Competence, Professional Competence, Personality Competence, Social Competence and Islamic and AIK Competence. For the latest element, this refers to Islamic values which adopt religious aspects of the prophet Muhammad since this university is an Islamic institution. Thus, the lecturers are strongly required to have these values reflected in their teachings.

**Table 3. Evaluation Rubric of Lecturers' Questionnaire**

| No. | Statement | Options | | | |
|-----|-----------|---------|---|---|---|
| **A.** | **Pedagogic Competence** | | | | |
| | **Scale** | *1* | *2* | *3* | *4* |
| 1. | Learning device of lesson plan is distributed in the beginning of the academic semester | *Not Complete* | | | *Complete* |
| 2. | Learning process | *The discussion does not use digital-based learning device* | | | *The discussion uses digital-based learning device* |
| 3. | The appropriateness between materials taught and lesson plan | *Very appropriate* | | | *Not appropriate at all* |
| 4. | The assessment after quizzes, tests, assignments is explained to the students | *Always* | | | *Never* |
| 5. | Students' scoring assessment | *Explained to the students* | | | *Is not explained to the students* |
| **B.** | **Professional Competence** | | | | |
| 1. | Materials taught by the lecturer | *Systematic* | | | *Not systematic* |
| 2. | The explanation of related field of study | *Generally explained* | | | *Explained in details by giving examples and involved students' participation* |
| 3. | The materials explained | *Text-book based* | | | *Text-book, daily facts, current issues and future expectation based* |
| 4. | Sources of the materials taught | *Text-book* | | | *Text-book, currents issues, national and international journals* |
| 5. | Learning punctuality | *Always* | | | *Never* |

| | | | | | |
|---|---|---|---|---|---|
| 6. | Giving info if cannot teach on the intended schedule due to certain reasons | *Always* | | | *Never* |
| 7. | Giving assignment if cannot run the class or manage the make-up meeting | *Always* | | | *Never* |
| 8. | Giving feedback towards the examination results | *Always* | | | *Never* |
| 9. | Learning media used (PowerPoint, Videos, etc.) | *Very Interesting* | | | *Not Interesting At All* |
| 10. | Learning media given to the students (PowerPoint, Videos, etc.) | *Always* | | | *Never* |
| 11. | Materials delivery technique | *Easy to Understand* | | | *Difficult to Understand* |
| 12. | Learning atmosphere | *Full of enthusiasm and fun* | | | *Stiff and A little bit tense* |
| **C.** | **Personality Competence** | | | | |
| 1. | Wise in taking any decision in teaching process | *Always* | | | *Never* |
| 2. | A role model in attitude and behavior | *Always* | | | *Never* |
| 3. | Having self-controlled of emotions in any situation and condition of the learning | *Able* | | | *Unable* |
| 4. | Treating all students fairly in the learning process | *Always* | | | *Never* |
| **D.** | **Social Competence** | | | | |
| 1. | Oral communication skill with the students in the learning process | *Very Good* | | | *Poor* |
| 2. | Written and or texted communication skill with the students in the learning process | *Very Good* | | | *Poor* |
| 3. | Behavior towards critics, suggestions, and opinions from students | *Very open* | | | *Closed* |
| 4. | Interactions with the students in the learning process | *Flexible and Firm* | | | *Less Interaction* |
| 5. | Tolerant to students' diversity including their strengths and weaknesses | *Very Good* | | | *Poor* |
| **E.** | **AIK Competence** | | | | |
| 1. | Opening and ending the class by addressing Islamic greeting | *Always* | | | *Never* |
| 2. | Starting the class by reciting *'Basmallah'* (in the name of God the Almighty) and ending the class by saying *'Hamdalah'* (Thank you God, the Almighty) | *Always* | | | *Never* |
| 3. | Be a good role model in Islamic attitude and behavior | *Always* | | | *Never* |

Below each of the element, there is one blank additional row provided for the students if they are willing to say something to the evaluated lecturer to support their assessment. *How each of the element assessed in this rubric represents educational system and practice:* Teachers and Lecturers in Indonesia are ruled under the Acts for Teachers and Lecturers No. 14/2005. This constitution states that there are four competencies should be possessed by the teachers and lecturers, namely: 1) Pedagogic competence; 2) Personality competence; 3) Social competence; 4) Professional competence. Each of this competence is also explained by the Acts. *Pedagogic competence* refers to the ability of lecturers to plan their teaching, carry out the teaching and learning process, understand their students, and in the end, evaluate the outputs of students' learning.

*Personality compete*nce describes personal ability of the lecturers in terms of their personalities including those who are matured, wise and authoritative, noble and good role models for their students. *Social competence* requires lecturers to have the abilities in building good communication with other educators, students, students' parents and the society around the institutions. *Professional co*mpetence describes how master the lecturers are in mastering the subjects and materials discussed, in understanding and implementing curriculum, and in delivering the lessons systematically through effective and appropriate teaching methodologies. In relation to the evaluation rubric used by the institution, it was found that the four competencies of lecturers as mandated by the Acts aforementioned above are covered in the rubric.

**CONCLUSION**

In this competitive era, universities as higher educational organizations need to keep their qualities through the implementation and achievement of their visions, missions, and objectives, and one of them is through the qualities

of the educational process. Thus, lecturers, as the main actors of this process, are required to be competent to carry out qualified teaching and learning. In relation to this, universities are strongly suggested to implement talent management to direct them in placing right people due to their talent, into the management.

This research study, as described in the introduction aimed to analyze evaluation rubric used by the faculty to get the feedback from the students related to five competencies of their lecturers as mandated by Indonesian Acts for Teachers and Lecturers No 14/2005, namely: Pedagogic competence, Professional competence, Personality competence, Social competence, Islamic and one other competence determined by the university, AIK competence. These 5 elements are presented in a 4-Likert scale questionnaire distributed to all students of all majors in every semester.

The findings of the analysis revealed three discussions as they were formulated into the questions led this research. First, there were several needs to evaluate further the validity of the rubric in terms of the statements given under each of the competence and the qualities stated on the scale; second, the elements in the rubric have fulfilled Indonesian Acts for Teachers and Lecturers No. 14/2005 and in line with what have been reported by prior studies; third, the evaluation of lecturers is said to be part of talent management implementation in which this assessment will help the faculty to keep the quality of its lecturers' teaching competencies.

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