# Lecturer Performance Management Implementation in Improving the Quality of Higher Education in Indonesia

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**ABSTRACT :** Management is the whole process of carrying out a job through other people which is carried out by two or Implementation is an action taken after the existence of a policy. Implementation is an act of a plan that has been carefully prepared. Implementation focuses on a real implementation of a plan to achieve goals. While management as a process of setting and utilizing the resources owned by the organization through the cooperation of members to achieve organizational goals effectively and efficiently. While performance comes from the word Job Performance or Actual performance which means work performance or actual achievement achieved by someone. Thus, it is necessary to study the implementation of lecture performance management in improving the quality of higher education. one of them is in STAIMA Ciamis, West Java. This research is qualitative research that is descriptive and observation, interviews and documentation as data collection techniques. The management implementation model for improving lecturer performance in improving the quality of higher education through The Spiritual Motivation in The Learning Organization is based on factual conditions at STAIMA Ciamis West Java, the model that the researchers put forward contains hypothetical thoughts regarding the implementation of management of improving lecturer performance through learning organizations that are expected to be more effective, efficient and productive. The steps taken by STAIMA Ciamis West Java are as follows: First, setting lecturer performance standards, second, conducting screening, third, determining strategic issues and making plans. Fourth, implementing coaching through a learning organization with six disciplines (The Sixth Discipline). Fifth, evaluating the results of coaching in implementing management to improve lecturer performance. The learning process goes through single loops and double loops and has an impact on accelerating changes in campus/ cybernetic quantum learning cycles. Visionary leadership and a conducive organizational culture at STAIMA greatly determine the results of management implementation of improving lecturer performance in improving the quality of education through The Spiritual Motivation in The Learning Organization. The strategy for improving the quality of education at STAIMA West Java includes: 1) Optimal management implementation, 2) Improving the human resources of educators and education, 3) Improving facilities and infrastructure, 4) Improving academic and non-academic achievements, 5) Supervision and evaluation, 6) Excellent service to all education customers, 7) Favorable organization.

**KEYWORDS:** Implementation, Management, Lecturer Performance.

## I. INTRODUCTION

In this sophisticated era, education has become a basic need for every individual. Even the government has obligated its citizens to obtain the right to education for 12 years and it is suggested that more than that. In simple terms, education can be a means for individuals to avoid stupidity. The higher the education, the higher the knowledge that will be obtained. Education in the concept of community development is a dynamic in the development of civilized humans.According to Law no. 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and country. Education is not only limited to the role of transfer *of knowledge*, but also functions to develop abilities and form dignified character and national civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God the Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. From the functions and objectives of education, it is expected that Indonesian people are balanced between cognitive, affective and psychomotor aspects, in achieving national education goals.Education will fully influence the economic growth of a nation, government relations, society and the private sector is a relationship which is inseparable from its role in increasing equity and the quality of education (Nanang Fattah, 2000). In guaranteeing the quality and quality of higher education, serious attention is needed, both by education providers, the government, and the community. This is because, in the current national education system, concentration on quality

and quality is not solely the responsibility of Higher Education and the government but is a synergy between various components including society. To carry out quality assurance, systematic and planned activities are needed in the form of quality management. Quality management in education is a way of managing all educational resources, which are directed so that everyone involved in them carries out their duties with enthusiasm and participates in improving the implementation of work so as to produce services that are appropriate and even exceed the expectations of "educational customers". With the existence of a government policy paradigm along with the development of science and technology which has brought changes in almost all aspects of human life where various problems can be solved by efforts to master and improve science and technology which is very beneficial for human life, but on the one hand these changes have also brought humans into an era of increasingly fierce global competition. To be able to play a role in global competition, then as a nation we need to continue to develop and improve the quality of its human resources. Improving the quality of human resources is a necessity that must be carried out in a planned, directed, intensive, effective, efficient, and productive in the development process. The urgency of improving the quality of human resources has made the government and the private sector continue to work together to make it happen through various efforts to develop higher quality education.

Improving quality is one of the prerequisites so that we can enter the era of globalization which is full of healthy and quality competition. Where the existence of Higher Education as an educational institution will not be separated from global competition. For this reason, quality improvement is the main agenda in improving the quality of Higher Education so that it can survive in the global era. TQM (Total Quality Management) *or* what we are usually familiar with Integrated Quality Management is the concept of integrated quality improvement in the field of management. Factors that cause low quality in Higher Education is due to less optimal management of Higher Education, limited facilities and learning support facilities, and there are still lecturer HR. Researchers assume that the " *mainstream" is in the management aspect* of Higher Education itself. Departing from that assumption, the authors hypothesize that by optimizing the implementation of management, the quality of education in Indonesia can be improved. particularly in Higher Education.

## II LITERATURE REVIEW

**The Concept of Implementation and Management:** Implementation is an action taken after the existence of a policy. In language, implementation means implementation, implementation. In general, implementation is the action or implementation of a plan that has been prepared carefully, carefully and in detail. So, implementation is carried out if there is good and mature planning, or a plan that has been prepared far in advance, so that there is certainty and clarity about the plan. Implementation is the provision of means to carry out something that has an impact or effect on something. That is an activity that is planned and carried out seriously and refers to certain norms to achieve the objectives of the activity (KBBI, 2019). From this understanding, it can be concluded that implementation is an act of a plan that has been carefully prepared. Implementation focuses on a real implementation of a plan to achieve organizational goals. Management is one of the disciplines that we can find in various tertiary institutions and is even the most favorite study program in various tertiary institutions. The word management according to its origin (etymologically) comes from Latin, manus and agere. *Manus* means hand, while *agere* means do. Combined into the verb *managere* which means handle. *managere* is translated into English in the form of the verb *to manage,* with nouns *, management, manager,* for people who carry out management activities. Translated into Indonesian into management or management (Nur Aedi, 2012). According to Stephen P. Robbins, management is the process of directing and controlling human resources and other resources in the organization to achieve the goals that have been set.

According to Syafaruddin (2005) argues that: management as a process of regulating and utilizing the resources of the organization through the cooperation of members to achieve organizational goals effectively and efficiently. In general, management functions are divided into 4 types, namely: a) Planning. Planning is the process of setting the goals and vision of the organization as the first step in the establishment of an organization. The planning function is synonymous with strategy formulation, standard, and as well as the direction and goals in achieving organizational goals; 2) Organizing. Organizing relates to how to manage both human and physical resources so that they are arranged systematically based on their respective functions. In other words, This *organizing* function places more emphasis on how to group people and resources together; 3) Direction. The management function in terms of directing places more emphasis on efforts to optimize performance effectiveness and efficiency. Starting from providing work guidance, motivation, explanation of routine tasks, and so forth; 4) Control Function. The control function is more focused on evaluating and assessing the performance that has been carried out and running

so far. The control function will see whether there is an obstacle or not in the process of achieving organizational goals .

## III. LECTURER PERFORMANCE

Lecturer performance is an important aspect that plays a role in the progress and success of a tertiary institution. Where this indicates a good attitude and work environment built by each lecturer in it. In general, the notion of performance refers to the results of the lecturer's work in carrying out his duties and responsibilities as assigned to him. In this case, tertiary institutions assess the performance of lecturers to be used as evaluation material while exploring the potential of the lecturers themselves. Performance comes from the word Job Performance or Actual performance which means work performance or actual achievement achieved by someone. According to James L. Gibson, John M. Ivancevich, and James H. Donnelly (1994), the notion of performance is a person's level of success in carrying out tasks and the ability to achieve the goals that have been set. The definition of performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his functions in accordance with the responsibilities given to him. Performance or performance is the result or output of a process (Nurlaila, 2010). Performance is an activity that has been achieved by a worker in carrying out the tasks and work given to him. In the Big Indonesian Dictionary, performance is defined as something that is achieved, achievement shown, or work ability. Performance is the result obtained by an organization, whether the organization is profit oriented or non-profit oriented, which is produced over a period of time (Irham Fahmi, 2010). According to Indra Bastian, performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission and vision of the organization contained in the formulation of an organization's strategic planning (Indra Bastian, 2001) . Based on this opinion, performance can be classified into two, namely: a) Concrete performance is work that is easy and immediately visible, proven and measured, b) Abstract performance is work that cannot be seen and requires a complicated process to measure it, such as responsibility, loyalty and others. Meanwhile, according to Nanang Fattah argued that: work performance is an expression of ability which is based on knowledge, attitudes and skills and motivation in producing something work (Nanang Fattah, 2000). Thus, the position of a lecturer as a profession demands special expertise and skills in the field of education and teaching. So a lecturer is an educator, so the existence of a lecturer is not only the obligation to convey material *(transfer of knowledge)* to students, but also the obligation of *skills* and values *(transfer of skills and transfer of value).* This means that the lecturer's task does not only end in the *knowledge aspect,* he is good at science and can convey it to students, but he must also be able to be an example for his students, the behavior carried out by the lecturer must be a mirror or example for his students both on campus and in society.

Factor-factors affecting lecturer performance, namely: a) Effectiveness and efficiency. When a certain goal is finally achieved , we can say that the activity was effective; b). Authority (Power). Authority is a communication or order in a formal organization owned by a member of the organization to other members to carry out a work activity in accordance with their contribution; c) Discipline. Discipline is obeying applicable laws and regulations. So employee discipline is the activity of the employee concerned in honoring the work agreement with the organization where he works; d) Initiative. Initiative is related to thinking power and creativity in forming ideas to plan something related to organizational goals (Prawirosentono, 1999). Other factors that affect lecturer performance include competence, culture, motivation, leadership, a conducive work environment.The characteristics of people who have high performance are as follows: a) Have high personal responsibility; b) Dare to take and bear the risks faced; c) Have realistic goals, d) Have a thorough work plan and strive to realize its goals; e) Utilize concrete feedback in all work activities that are carried out; f) Look for opportunities to realize the plans that have been programmed (Mangkunegara, 2022). In addition, having high human resources and high work motivation are also high performance characteristics.

**Lecturer Performance Indicators :** To measure lecturer performance individually, that is: a) Quality; b) Quantity; c) Punctuality; d) Effectiveness; e) Independence (Robins, 2006). Payaman J. Simanjuntak (2005) explains performance evaluation/assessment is a method and process of assessing the performance of *a* person or group of people or work units within an organization in accordance with performance standards or objectives that are set in advance. Performance evaluation/assessment means giving value to the work done by someone and for that reward, compensation or reward is given. Performance evaluation/appraisal is the fairest way to reward or reward someone. Performance evaluation/assessment is part of an important management function, namely evaluation and supervision. Performance indicators in Akdon's writing (2006) are quantitative and qualitative measures to describe the level of achievement of organizational goals and objectives, both at the planning,

implementation and control and evaluation stages after the activity is completed. Meanwhile, the requirements for performance indicators include specific and clear, objectively measurable, dealing with relevant aspects, important/useful for demonstrating the success of inputs, outputs, results/outcomes, benefits and impacts as well as processes, flexible and sensitive to changes implementation, effective, in the sense that the data is easy to obtain, process, analyze with the available costs. So that with the lecturer performance assessment it is hoped that it can improve the quality of tertiary institutions. According to Handoko (1994) stated that the function of holding performance appraisal in each organization include the following: a) As a basis for determining payroll decisions; b) As a basis for feedback on the performance of a person or group; c) Identify the strengths and weaknesses of the employees being assessed; d) As a basis for consideration for promotion decisions; e) As a basis for consideration for transfer and dismissal decisions; f) As a basis for consideration for training and development decisions; g) As a basis for consideration for award decisions *(reward);* h) As a tool to motivate and improve performance. A lecturer can be said to be professional if he has high human resources, high ability (high level of abstract) and high work motivation (high level of commitment) . Lecturers who have low human resources, low commitment, usually pay less attention to students . Likewise, the time and effort spent on improving the quality of learning is also very small. On the other hand, a lecturer who has high human resources and high commitment is usually highly motivated to work, so the time allotted for improving the quality of education is very much. Factors that affect lecturer performance include high human resources, knowledge, skills, abilities, attitudes and behavior of employees. The benefits of performance measurement based on the performance accountability module of government agencies state administration institutions (Akip-Laru, 2003) are: a) Ensuring understanding of implementation and measures used to achieve performance; b) Ensuring the achievement of the agreed work plan; c) Monitor and evaluate the implementation of work and perform performance improvement actions; d) Providing objective rewards and punishments for implementation achievements that have been measured in accordance with the agreed performance measurement system; e) Identify whether customer satisfaction has been fulfilled; f) Help understand the process of government agency activities; g) Ensure that decision making is carried out objectively; h) Shows improvements that need to be made; i) Reveal existing problems. Meanwhile, according to Irham Fahmi, the function of performance management is to try to provide enlightenment and answers to various problems that occur in an organization, both caused by internal and external factors, so that what is experienced at the moment does not have a negative influence on organizational activities at the moment. this and what is to come (Irham Fahmi, 2010). Thus, the assessment of lecturer performance is an evaluation that refers to a systematic description and review of one's work performance. In addition, giving feedback to lecturers with the aim of motivating lecturers to continue to work higher, so that there is an increase in lecturer performance.

## IV.  QUALITY MANAGEMENT MEASURES

Quality is a very important thing in human life both individually, in groups, in society, as a nation and as a state. The meaning of quality is the good or bad measure of an object; level, level or degree (smartness, intelligence, etc.) of quality, meaning quality is the same as having quality and weight. So quality higher education is the implementation of education that can produce professional staff according to the needs of the state and nation. Quality means is a thing related to passion and self-esteem. According to its existence, Quality is seen as the highest value of a product or service. Quality is the degree of superiority of a product or work, either in the form of goods or services (Danim, 2008).There are many definitions of quality. In the Big Indonesian Dictionary, quality is (measurement) good or bad of an object, grade, level, degree, or quality (smartness, intelligence, etc.). Meanwhile, another understanding of quality is put forward by experts from a different point of view. Among them, Edward Deming said that quality is: "predictive degree of uniformity and dependability at a low cost, suited to the market". Another opinion, as stated by Joseph M. Juran, quality is: "fitness for use, as judged by the user". Then Philip B. Crosby said "conformance to requirements" and Armand V. Feigenbaum said "full customer satisfaction".

In essence, some of these notions of quality are the same and have the following elements: *first* , it includes efforts to meet or exceed the expectations of education customers. *Second,* it includes products, services, people, processes and the environment. *Third,* it is a condition that is always changing. Based on these elements, quality can be defined as a dynamic condition related to products, services, people, processes and the environment that meet or even exceed expectations. Meanwhile, from an educational point of view, the quality of education can be interpreted as the ability of Higher Education to manage operationally and efficiently components related to Higher Education, so as to produce added value to these components according to applicable norms/standards. The quality of education also implies the degree of excellence in managing education effectively and efficiently to produce academic excellence in students who are declared to have passed one level of education or completed a particular learning program (Umiarso, 2011).From the several definitions of quality above, the researcher can conclude that

in outline, quality is the overall feature or characteristic of a product or service in its purpose to meet the needs and expectations of "educational customers". If the word quality is combined with the word education, it means that it refers to the quality of *the product* produced by Higher Education. that is, it can be identified from the number of students who have achievements, both academic achievements and non-academic achievements, as well as graduates relevant to the objectives. In general, it can be said that product or service quality can be realized if the orientation of all organizational activities is oriented towards customer satisfaction. Meanwhile, according to Djam'an Satori, quality assurance is an idea based on the need to protect users of goods or services. Consumers should not be harmed by getting defective goods, break fast, or uncomfortable to use. Education quality assurance is an effort to provide learning services in such a way, so that consumers (student) can develop their potential optimally (Satori, 2016). From the several definitions of quality above, the researcher can conclude that in general, quality is the overall feature or characteristic of a product or service in its purpose to meet the needs and expectations of educational customers .

Characteristics of quality management (as a form of service education customers) as desired in TQM are a) Service timeliness. Every service has a set target and time. In achieving the goals formulated, it must be right according to the time specified so that education customers are satisfied; b) Service Accuracy. In achieving the quality of education, of course, there is accuracy in his work achieve that goal, so that the work is of good quality; c) Politeness and friendliness. In maintaining consumer interest and trust, So from the Education *Stackholder* , efforts are made to provide friendliness in providing services so that consumers will always believe in the quality of education; d) Responsible for all customer *complaints.* Responsibility for all customer complaints, namely the public and others, is the responsibility of the Stackholder in education. Complaints as input and motivation for Higher Education in improving the quality or quality of education. e) Service equipment. Completeness of this service will improve the quality or quality of education. Adequate and complete infrastructure will attract the attention of consumers, and also with the completeness of infrastructure facilities will certainly be able to improve the quality of higher education; f) Ease of getting service. Education that provides convenience in society will provide an attraction to society. The services provided to Higher Education towards students or the public will provide an assessment of consumers or quality in Higher Education; g) Service Variations. The provision of this service in providing services of course there are varied steps so that the quality of education can be achieved. These variations of steps are needed when the steps taken are not successful; h) Personal Service. This personal service is personal service for each Higher Education personnel; i) Comfort. Creating a comfortable atmosphere between personnel in educational institutions must be maintained , because with this comfort it will provide harmony in relations with personnel in Higher Education so that activities in Higher Education can run well; j) Availability of supporting attributes. Creating a comfortable atmosphere between personnel in educational institutions must be maintained, because with this comfort it will provide harmony in relations with personnel in Higher Education so that activities in Higher Education can run well (Sallis, 2006).

## V.  HIGHER EDUCATION QUALITY MANAGEMENT

There are three factors that cause the low quality of education, namely: a) policy and delivery of education using *an educational production function* or inconsistent analytical inputs; b) Implementation is carried out in a centralized manner; c) Community participation, especially parents, in the administration of education is minimal (Shulhan, 2013). To realize the above policies, STAIMA Ciamis West Java implements optimal management to improve the quality of higher education. Quality management is a way of managing an organization that is comprehensive and integrated which is directed at meeting customer needs consistently and achieving continuous improvement in every aspect of organizational activities. The intended goal of quality management is to improve the quality of education, improve productivity and efficiency through improving performance and improving the quality of work in order to produce products that satisfy or meet customer needs.Quality and quality education is the hope and desire for every citizen. The community, whether organized in an educational institution, really hopes that their students or children will get a quality education so that one day they can compete in life. To answer the expectations of the community, the STAIMA Ciamis West Java campus always strives so that the education it manages can produce quality products, namely products that can satisfy education customers. The practice of organizing education can be related to the production process in a company (industry) (Ali, 2006). It's just that the products produced by educational institutions are in the form of services. Therefore, educational institutions can be said to be service companies. From this perspective, the quality and quality of services (services) produced is a measure of the quality of a Higher Education, namely the extent to which customer satisfaction with the services produced.

According to Mulyasa (2005) suggests that: the quality of organization/Higher Education can be measured by the services provided by education managers and all employees to customers in accordance with certain quality standards not only in the form of the quality of graduates. Quality education cannot only be seen from the quality of its graduates, but also includes how Higher Education is able to meet and serve the needs of education customers in accordance with applicable quality standards. Customers here are internal customers, lecturers and other employees, and external customers, namely students and related parties outside of Higher Education. Thus, Higher Education is said to be of quality if it is able to provide services that match or even exceed the expectations of lecturers, employees, students and other related parties such as funders, the government or the world of work who use graduates . Quality management emphasizes the maximum involvement of various parties, thereby ensuring the participation of all components of the wider education in the formulation of decisions about education. This is intended to encourage their commitment to the provision of education. Which will ultimately support effectiveness in achieving Higher Education goals. The success of quality management in education can be measured by the level of education customer satisfaction.

To improve the quality of education in tertiary institutions, Sudarwan Danim said that if an institution wants to improve the quality of education, at least it should involves five dominant factors, namely: a) Leadership. Heads of tertiary institutions must have and understand a clear work vision, be able and willing to work hard, have high work motivation, be diligent and steadfast in work, provide optimal service, and have strong work discipline; b) Lecturer. Maximum involvement of lecturers, by increasing the competency and professional work of lecturers in workshops, seminars, workshops, training, and so on, so that the results of these activities implemented in universities; c) Student. The approach that must be taken is "the child as the center" so that the competencies and abilities of students can be explored so that universities can take an inventory of the strengths that exist in students; d) Curriculum. The existence of a consistent, dynamic and integrated curriculum can enable and facilitating the expected quality standards so that goals (objectives) can be achieved effectively maximum; e) Cooperation network The network of cooperation is not only limited to the higher education environment and the community alone but also with other organizations, such as universities both domestically and abroad, companies or government agencies so that the output of universities can be absorbed in the world of work.

## VI. METHOD

This research at the STAIMA Ciamis Campus, West Java, uses a qualitative method which is more based on phenomenological philosophy which emphasizes appreciation (versteher) of human behavior (Cook and Reichard, 1982:10). Data collection techniques use observation, interview, and documentation methods as well as triangulation as a data validity testing technique in which the researcher tries to gain data credibility by combining observation, documentation, and interview techniques for the same data collection. Djam'an Satori and Aan Komariah (2009: 22) argue that: qualitative research is research that emphasizes quality or the most important thing from the nature of a good/ service. Meanwhile, according to Sugiyono (2013), qualitative research methods will be suitable for researching research problems that are unclear, still dim, or maybe still dark. This kind of condition is suitable for research using qualitative methods, because qualitative researchers will directly enter the object, explore with the *Grand Tour Question,* so that problems can be found clearly. To strengthen and complement research data collection, researchers also use *a tape recorder* as an aid in data collection along with recording information that is specifically *non-verbal.*

## VII. RESULT AND DISCUSSION

Based on the results of interviews and observations as well as documentation, the researchers found that there was planning in implementing lecturer performance management activities in improving the quality of higher education. Planning to improve lecturer performance can be carried out by conducting a SWOT analysis (Strength, Weakness, Opportunity and Threath). The planning carried out in order to improve the performance of lecturers at the STAIMA Ciamis Campus, West Java, is carried out through leadership and lecturer meetings. In this meeting, several agendas were discussed, including: the aim of improving lecturer performance in improving the quality of higher education, time schedules for improving lecturer performance, targets to be achieved, supporting facilities and infrastructure, activity agenda, and financing. The strategy for improving lecturer performance at STAIMA Ciamis West Java includes:

**Knowledge Enhancement :** Knowledge such as "stockpiles of staple goods in business" for lecturers. A lecturer must try seriously in the intellectual development of his students. In increasing this knowledge, STAIMA Ciamis West Java in one year there are research programs, community service, seminars, training, upgrades, workshops,

panel discussions, conferences, symposiums and in these programs all lecturers carry them out so as to improve performance. The more knowledge a lecturer has, the more the lecturer has insight into the understanding of the knowledge needed by his students, because the role of the lecturer is as a transfer of knowledge, educator, director and also supervisor.

**Capacity Building :** A professional lecturer must have a level of capability *or* competence which is a set of skills so that he is able to achieve his professional performance. The performance competencies of lecturers that have been determined must refer to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning standard academic qualifications and lecturer competencies, namely pedagogic competence, personal competence, social competence, and professional competence. Each ability should also be based on cognitive, affective and *performance* as well as productive and exploratory criteria. The expected abilities must be in line with and relevant to the work demands that have been determined. In addition, a lecturer is expected to have the values and spirit *of entrepreneurship,* which means that in the soul of an educator, he has a creative, innovative spirit, is able to find solutions to problems that occur, creates new things, and has high motivation and enthusiasm.

**Skill Upgrade :** Lecturers are educators, so the presence of lecturers is not only obliged to transfer material or transfer *of knowledge* to students but is obliged to teach aspects of skills and values (transfer of skills and transfer of value). Skills are elements *of* ability that can be learned. Teaching skills are a combination of knowledge *and* abilities *needed* by educators in the teaching process. Thus, with the existence of skills, it is expected to increase the professionalism of lecturers. The professional development of lecturers at the STAIMA Ciamis West Java Campus is related to work effectiveness which has the principle that the work done today is better than yesterday and tomorrow's work must be better than today. These principles always encourage lecturers at the STAIMA Ciamis West Java Campus to be more creative, innovative, dynamic and critical and open in quality improvement and high work productivity.

**Self Attitude Improvement :** Each person is born as a unit of individuals and grows and develops so that he becomes a person with character, which becomes a whole from before birth, then becomes a baby and then interacts with the environment. As a person, he has the right to autonomy to be able to determine his life path, but apart from being a person, everyone also needs the help of others, which is called social nature as a social and cultured being who lives in the midst of the environment, both the family environment and the community environment. So, a person's attitude, behavior, habits can be formed from the environment around him. Likewise, a child is able to start learning to know himself through his closest environment, namely parents at home.

**Lecturer Certification :** Lecturers have strategic roles, functions and tasks in national development, especially in the field of education, so lecturers need to develop themselves to become professionals. With lecturer certification, it can improve lecturer performance and lecturer welfare at the STAIMA Ciamis Campus, West Java. Therefore, lecturers need to be armed with academic qualifications and abilities that are in accordance with the specified standards. The Law on Teachers and Lecturers reveals that certification is part of improving the quality, quality and level of welfare for lecturers. Therefore, with the certification program it is hoped that lecturers will become professional individuals, competent as renewal agents which can be proven by having a lecturer certificate. If they are already professional, lecturers are entitled to receive rewards in the form of *professional* allowances from the government.

**Design of Lecturer Performance Improvement Management Model at STAIMA Ciamis West Java :** The model is a construction of a concept that is used as an approach to understanding reality. In this study, what is meant by a model is a study conducted by gathering excellence. The advantages obtained avoid the weaknesses of the model that has been applied. The management model for improving lecturer performance through The Spiritual Motivation in The Learning Organization, based on the assumption of factual conditions at STAIMA Ciamis West Java, the model that the researchers put forward contains hypothetical thoughts regarding lecturer performance management through learning organizations which are expected to be more effective, efficient and productive. It is said to be effective if it shows a measure of the degree of conformity between the results achieved and those expected as previously applied. Efficient, indicating a measure of the level of system capability and optimal utilization of all resources in the process of implementing management to improve lecturer performance, to achieve optimal results in accordance with the goals that have been set. Productivity shows the effectiveness of each management coaching program to improve lecturer performance. The steps taken so that the management of

improving lecturer performance is effective, efficient and productive are as follows: First, setting lecturer performance standards, second, conducting screening, third, setting strategic issues and making plans. Fourth, implementing coaching through a learning organization with six disciplines (The Sixth Discipline). Fifth, evaluating the results of coaching in the management of improving lecturer performance at STAIMA Ciamis, West Java.The learning process through single loops or double loops and has an impact on accelerating changes in the organization is called the cybernetic quantum learning cycle. A cycle of correction and identification of learning systems both individually and in groups as feedback to make continuous improvements. The role of visionary leadership and conducive organizational culture at STAIMA Ciamis West Java greatly determines the results of implementing lecturer performance management in improving the quality of higher education through The Spiritual Motivation in The Learning Organization. There are three strategic plans related to management implementation the performance of lecturers in improving the quality of higher education at the STAIMA Ciamis Campus, West Java, namely the strategy that emphasizes results (the output oriented strategy), the strategy that emphasizes process (the process oriented strategy), and the comprehensive strategy ( the comprehensive strategy). A strategy that emphasizes results is top down, in which the results to be achieved both in quantity and quality have been determined from above, from the central government, provincial regional governments, or district/city regional governments. To achieve the standards that have been set, the government also sets various other standards, such as process standards, management standards, facility standards, and lecturer staff standards. Strategies that emphasize these results will be very effective because the goals are clear, so that when followed by good guidelines, control and organization as well as policies that provide encouragement as well as threats to those who deviate, this strategy will be very effective and efficient. Therefore, the STAIMA Ciamis West Java Campus optimizes the implementation of lecturer performance management in improving the quality of higher education and excellent service to all education customers. The strategy for improving the quality of education at STAIMA Ciamis West Java includes: 1) Optimal management implementation; 2) Improving the human resources of educators and education; 3) Improve facilities and infrastructure; 4) Learning is done by developing the curriculum (lecturers have to innovate a lot); 5) Increase academic and non-academic achievements; 6) Monitoring and evaluation; 7) Excellent service to all education customers; 8) Conducive organization.

## VIII.  CONCLUSION

From the explanation above it can be concluded as follows: *First,* implementation is an action taken after the existence of a policy. In language, implementation means implementation, implementation. Implementation is an act of a plan that has been carefully prepared. Implementation focuses on a real implementation of a plan to achieve goals. *Second,* Management as a process of regulating and utilizing the resources of the organization through the cooperation of members to achieve organizational goals effectively and efficiently. *Third,* performance comes from the word job performance or Actual performance which means work performance or actual achievement achieved by someone. Performance is an activity that has been achieved by a worker in carrying out the tasks and work given to him.The strategy for improving the quality of education at STAIMA West Java includes: 1) Optimal management implementation, 2) Improving the human resources of educators and education, 3) Improving facilities and infrastructure, 4) Improving academic and non-academic achievements, 5) Supervision and evaluation, 6) Excellent service to all education customers, 7) Favorable organization. There are 4 things that constitute the scope of successful management of Higher Education at STAIMA Ciamis West Java, namely: 1) Students are satisfied with higher education services, 2) Education customers are satisfied with the service to their students, 3) The users of graduates are satisfied because they receive graduates with high quality and according to expectations, 4) Lecturers and staff are satisfied with higher education services in the form of: division of labor, relationships and communication between lecturers/ leaders, employees, salary/honor received and service.

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