

**MANAJEMEN MODEL PEMBINAAN TERPADU
(*INTEGRATED COACHING MODEL*) DALAM
MENINGKATKAN KINERJA DOSEN
PERGURUAN TINGGI SWASTA**

(Studi Kasus pada Universitas Komputer Indonesia dan Universitas Garut)

***MANAGEMENT OF AN INTEGRATED COACHING
MODEL IN IMPROVING THE PERFORMANCE OF
PRIVATE UNIVERSITY LECTURERS***

(Case Study at Indonesian Computer University and Garut University)

Oleh:

ENDRI HENDRAYANA

NIM. 41038104200039

DISERTASI

**Untuk Memperoleh Gelar Doktor Ilmu Pendidikan
Dengan Wibawa Rektor Universitas Islam Nusantara
Diajukan dan Dipertahankan pada Sidang Terbuka
Program Doktor Ilmu Pendidikan
Sekolah Pascasarjana
Universitas Islam Nusantara**



**PROGRAM DOKTOR
SEKOLAH PASCASARJANA
UNIVERSITAS ISLAM NUSANTARA
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ABSTRAK

Dasar dilakukannya penelitian, berkaitan dengan adanya fenomena yang terjadi saat ini, yakni belum optimalnya kinerja dosen dalam melaksanakan tugas dan tanggung jawabnya, yang berimplikasi terhadap rendahnya pencapaian mutu Tri Dharma Perguruan Tinggi. Tujuan umum penelitian, untuk memperoleh deskripsi yang jelas, merumuskan dan menganalisis tentang manajemen model pembinaan terpadu dalam meningkatkan kinerja dosen di Perguruan Tinggi Swasta (Unikom dan Uniga). Tujuan khusus penelitian, untuk mengetahui, mengkaji, dan menganalisis lebih dalam tentang perencanaan, pengorganisasian, pengarahan, pengawasan, penghambatnya, upaya mengatasi hambatan dan solusi serta dan hasil kerja dosen setelah penerapan model pembinaan terpadu. Teori yang digunakan yaitu; teori manajemen dari Nickels, McHug and McHugh, teori model pembinaan terpadu dari Jonathan Passmore, dan teori kinerja dari Bernardin dan Russel. Pendekatan penelitian menggunakan kualitatif, dengan metode deskriptif. Teknik pengumpulan data melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan: (1) perencanaan disusun dengan mengacu pada aturan dan kebijakan yang ada namun tidak spesifik, tahapan meliputi: menetapkan tujuan dan target, membuat strategi, mengakomodir sumber daya dan menetapkan indikator keberhasilan program. (2) pengorganisasian dilaksanakan sesuai dengan kebutuhan program, baik dari aspek SDM maupun anggaran yang dikelola pihak program studi dan P3M/LPPM. (3) pengarahan meliputi: persiapan, pelaksanaan dan pemantauan hingga evaluasi yang memudahkan pengelola, *coach*, *coachee* dalam pelaksanaannya, serta menyepakati hasil yang diinginkan, diskusi dengan *coach* dan menyimpulkan tindakan yang harus dilakukan. (4) pengawasan berkelanjutan dilakukan tiap semester, evaluasi keberhasilan program dilakukan oleh direktorat *Quality Assurance* pasca dilaksanakan program, dan tindakan klarifikasi mengikuti pola bertingkat. (5) hambatan: keterbatasan waktu/jadwal padat, usia dosen sebagian sudah sepuh-sepuh, rendahnya semangat dan motivasi, faktor anggaran, dan kesulitan mengevaluasi produktivitas dosen. (6) upaya mengatasi hambatan: koordinasi dengan pihak akademik, efisiensi peserta (prioritas), *screening* dan menjalin komunikasi dengan dosen internal, mengeluarkan edaran/himbauan kepada pihak program studi, dan koordinasi berkala terhadap operator kampus. (7) hasil kerja dosen: mendapatkan dana hibah penelitian dan pengabdian, menjadi narasumber di forum nasional dan internasional, tertib pelaporan BKD/Sister, dan kolaborasi melaksanakan penelitian dan pengabdian. Simpulan bahwa manajemen model pembinaan terpadu dalam meningkatkan kinerja dosen Perguruan Tinggi Swasta telah sesuai dengan fungsi manajemen Nickels, McHugh and McHugh dan dilandasi oleh sistem nilai (Achmad Sanusi), sehingga telah menghasilkan dosen yang memiliki kinerja baik dan optimal di Unikom dan Uniga.

Kata Kunci: Manajemen, Model Pembinaan Terpadu, Kinerja Dosen

ABSTRACT

The basis of the research is related to the current phenomenon, namely the non-optimal performance of lecturers in carrying out their duties and responsibilities, which has implications for the low achievement of the quality of the Tri Dharma of Higher Education. The general purpose of the research, to obtain a clear description, formulate and analyze the management of an integrated coaching model in improving the performance of lecturers in private universities (Unikom and Uniga). The specific objectives of the study, to find out, examine, and analyze more deeply about planning, organizing, directing, supervising, obstacles, efforts to overcome obstacles and solutions and the work of lecturers after the application of an integrated coaching model. The theories used are; management theory from Nickels, McHug and McHugh, integrated coaching model theory from Jonathan Passmore, and performance theory from Bernardin and Russel. The research approach uses qualitative, with descriptive methods. Data collection techniques through interviews, observations, and documentation studies. The results showed: (1) planning is prepared by referring to existing rules and policies but not specific, the stages include: setting goals and targets, making strategies, accommodating resources and determining indicators of program success. (2) organizing is carried out in accordance with program needs, both from the aspect of human resources and the budget managed by the study program and P3M/LPPM. (3) directing includes: preparation, implementation and monitoring to evaluation which facilitates managers, coaches, coachees in its implementation, as well as agreeing on the desired results, discussing with the coach and concluding the actions to be taken. (4) continuous supervision is carried out every semester, evaluation of program success is carried out by the directorate of Quality Assurance after the program is implemented, and clarification actions follow a multilevel pattern. (5) obstacles: limited time / tight schedules, the age of some lecturers is old, low enthusiasm and motivation, budget factors, and difficulty evaluating lecturer productivity. (6) efforts to overcome obstacles: coordination with academics, efficiency of participants (priority), screening and establishing communication with internal lecturers, issuing circulars / appeals to study programs, and periodic coordination with campus operators. (7) the results of the lecturers' work: getting research and service grants, being a resource person in national and international forums, orderly BKD/Sister reporting, and collaboration in carrying out research and service. It is concluded that the integrated coaching model management in improving the performance of lecturers in private universities is in accordance with the management functions of Nickels, McHugh and McHugh and is based on the value system (Achmad Sanusi), so that it has produced lecturers who have good and optimal performance at Unikom and Uniga.

Keywords: Management, Integrated Coaching Model, Lecturer Performance