

SEAAIR²⁰⁰⁶

South East Asian Association for Institutional Research

Awana Porto Malai Resort, Langkawi, Malaysia 5 - 7 September 2006

CONFERENCE PROCEEDINGS

6th Annual SEAAIR Conference

Transforming Higher Education for the Knowledge Society

Jointly organised by:



OPEN UNIVERSITY
UNIVERSITI TERBUKA
MALAYSIA



Supported by:



Ministry of Higher Education Malaysia

Published 2006 by:
SEAAIR (Southeast Asian Association for Institutional Research)
Open University Malaysia
Jalan Tun Ismail,
50480 Kuala Lumpur
Malaysia
Tel: 603-2773 2117
<http://www.seaair.info>

Editors: Zoraini Wati Abas, Ed.D.
Nirwan Idrus, Ph.D.

Cover Design: Centre for Instructional Design and Technology, Open University Malaysia

Copyright © SEAAIR, 2006

All rights reserved. No part of this work may be reproduced in any form or by any means without the written permission of the President, SEAAIR (Southeast Asian Association for Institutional Research)

Printed by:
Meteor Doc. Sdn. Bhd.
Lot 47-48, Jalan SR 1/9, Seksyen 9,
Jalan Serdang Raya, Taman Serdang Raya,
43300 Seri Kembangan, Selangor Darul Ehsan.
Malaysia

ISBN: 983-3588-54-9

8/9-06

Preface from the Editors

The editors of these Proceedings are pleased to note that the range and quality of papers received and printed herein encapsulate the scope of IR in general and SEAAIR in particular.

It is not easy to categorize the papers into the five sub-themes of this conference, as some of them indeed transcend a number of those sub-themes. Perhaps this may be expected given the nature of IR and the natural inter-relationships between the sub-themes. We hope readers and conference participants would understand the interesting challenge we faced in this case.

Nevertheless, all the papers are interesting, thought provoking and informative. There are papers that report on new findings in an IR area, there are papers reporting on the results of introducing and experimenting on new ways of teaching and learning, as would be expected there are papers on ICT and the use of internet-based systems in teaching and learning, and there are papers on quality managing higher education.

For this 6th Annual Conference of SEAAIR we received for the first time papers from The Netherlands, Oman, India and Sri Lanka. We received over 130 paper proposals/abstracts from all over the world. However, a total of 85 full papers were accepted for presentation at the conference, refereed and published in these Proceedings.

We wish you a great time at the conference and trust that you will have several significant discussions on the papers and topics.

Warm regards

Professor Dr Zoraini Wati Abas & Professor Dr Nirwan Idrus
Joint Editors
SEAAIR 2006 Conference Proceedings

TABLE OF CONTENTS

PREFACE	ii
KEYNOTES PRESENTATION	
Higher Education as the Thrust for K-Society: Imperative for Transformation	1
<i>Mahani Zainal Abidin</i>	
Re-Transforming Higher Education for the Knowledge Society	2
<i>Dzulkifli Abdul Razak</i>	
A Holistic Approach for E-Learning In ODL Institutions	3
<i>Primrose Kurasha</i>	
SUB-THEME: ICT IN HIGHER EDUCATION	
Applications of Virtual Reality Technology in Education: Focusing on Teaching and Learning.....	4
<i>Abdul Razak Yaakub; Juliana Aida Abu Bakar</i>	
Student Modeling for Learning of Object-Oriented Programming in E-Learning Environment.....	12
<i>Abdullah Mohd Zin; Sufian Idris; Nantha Kumar Subramaniam</i>	
Plagiarism Detection Systems – An Evaluation of Several Systems.....	18
<i>Ahmad Hashem</i>	
An Overview of Middleware Technology in E-Learning Application	25
<i>B. V. Durga Kumar; Kamal K Jain</i>	
Online Undergraduate Academic Advising System for Preparing Students' Study Plans: A Detailed Design.....	32
<i>Hajar Mat Jani; Ong Siew Lian</i>	
Harnessing Learners' Insight of Online Courses and Learning Management System	38
<i>Hazalina Hashim; Mohammed Yusoff; Nurhizam Safie Mohd Satar</i>	
Internet Activities in Higher Education Institution.....	46
<i>Juliana Aida Abu Bakar; Siti Norezam Othman; Shahida Mohamed Zabri</i>	
Computer Utilisation Among Lecturers and Students at a Private Technical Institute of Higher Learning.....	52
<i>Kamaruzzaman Ismail</i>	
E-Learning as an Enabler of Effective Teaching and Learning for the Knowledge Society	59
<i>Kuldip Singh; H. Sandhu</i>	
Developing a Small Scale Web Based Video on Demand (Vod) System for Supporting E-Learning: Ftmm's Experience.....	67
<i>Mohd Farhan Md Fudzee; Noorhaniza Hj. Wahid; Muhammad Fakri Othman; Rahayu A. Hamid; Norhalina Senan; Fakhruddin Mansor</i>	
Three Dimension Courseware for Better Learning Tools to Conduct Physics Experiment	74
<i>Mohd Kamarulzaki Mustafa; Muhammad Fikri Othman; Roshafiza Ahmad</i>	
Adaptive Hypermedia System Using Adaptive Agents	80
<i>Natasha Elysia Joseph; Patricia Anthony; Jamal Ahmad Dargham</i>	

Availability of Public Online Systems in Thai Higher Institutions	88
<i>Rapeepat Techakittiroj</i>	
E-Engineering Drawing (EedTM) - A Web Based System for Teaching and Learning Engineering Drawing for Upper Secondary Schools.....	96
<i>Rio Sumarni Shariffudin; Lee Ming Foong; Widad Othman</i>	
Next Generation of E-Learning: Building a Virtual University	102
<i>Suryadiputra Liawatimena; Gerardus Polla; Hendy Wijaya; Herru Darmadi</i>	
Using Intentional Information Search Tools as Mind Tools for Meaningful Learning	111
<i>Ulku Koymen; Zuhrieh Shanaa; Askin Asan</i>	
How Can Web-Based Learning System Enhance Adults Learning in Product Design.....	117
<i>Widad Othman; Muhammad Sukri Saud; Nor Fadila Amin</i>	
The Transactional View of Blogs for Intercultural Communication	126
<i>Xavier Thayalan; Faridah Noor</i>	
SUB-THEME: HIGHER EDUCATION MANAGEMENT	
Model of Research Based Learning (Rbl) at The Physics Department of Institut Teknologi Bandung.....	131
<i>A. Waris; S. Haryono; W. Sutrisno; F. Haryanto; A.A. Iskandar; S. Bijaksana; D. Sutarno; P. Arifin</i>	
Promoting Scholarship and Excellence in Learning, Assessing and Teaching	140
<i>Andrew Poh Sui Hoi; Pauline Goh Swee-Choo</i>	
Pay for Competence in Higher Education Institution a Study on Competency	146
Based Pay of Lecturer in HE for the Knowledge Society	
<i>✓ Dyah Kusumastuti</i>	
New Concepts for Higher-Education Institutions in the Europe of Knowledge	154
<i>H.G.Büttner</i>	
Initial Experience in Implementation of Open Entry and Recognition of Prior Learning in OU Malaysia	161
<i>Harvinder Kaur Dharam Singh; Yousof @ Saat Md. Yasin</i>	
Thinking Returns to University Riding the Constructivist Steed.....	169
<i>John Arul Phillips</i>	
Professional Development Issues Facing Higher Education Management.....	177
<i>Joydeep Sil</i>	
The Future Value of Collaborative Online Learning (COL) for ODL	184
<i>Karl Wagner; Jaspal Kaur</i>	
Human Capacity Building through the Recognition of Prior Learning: Implications for Higher Education	192
<i>Kuldip Kaur; Nirwan Idrus</i>	
Academic Counseling as a Pro-Active Retention Initiative at Open University Malaysia (OUM)	198
<i>Latifah Abdol Latif; Ramli Bahroom; Mohd Jamaludin Mohamad</i>	

Developing an Industry-Effective Qualification through a Win-Win Industry-University Collaboration – The Nestle/Oum Executive Diploma In Manufacturing Management.....	205
<i>Lim Soon Thye</i>	
Self-Directed Learning in a Higher Education Environment: Do Pre-University Education and Learning Styles Play a Role?.....	211
<i>Mala Maung; Azman Abdullah; Zoraini Wati Abas</i>	
Financial Knowledge in Thai Higher Education	219
<i>Malinee Ronapat</i>	
Social Capital and Entrepreneurial Orientation in Academic Context.....	226
<i>Mohammad Mehdi Salaran; Shahid Yamin</i>	
Mentorship to Support the Needs of New Faculty Members	232
<i>Sri Devi Ravana; Sudharshan N. Raman; P. Rajesh Kumar</i>	
Ranking Higher Education Institutions in Developing Countries: A Feasibility Study from Sri Lanka.....	239
<i>Sujata N. Gamage</i>	
Integrating Knowledge at Workplace via Continuous Learning	246
<i>T. Hari Krishnan</i>	
Research-Based Learning (RBL) In Fundamental Physics Laboratory: Open-Ended Experiment of Resonance of R-L-C Series in Alternating Current (AC) Circuit.....	252
<i>W. Sutrisno; S. Satira; P. Arifin</i>	
SUB-THEME: QUALITY AND CONTINUOUS IMPROVEMENT IN HIGHER EDUCATION	
Development of Continuing Professional Education Model with E-Learning to Enhance the Nursing Professional Standard.....	258
<i>Amaraporn Meeparn</i>	
Improving the Quality of Print Modules – A Continuous Process.....	266
<i>Halimatolhanin Mohd Khalid; Zoraini Wati Abas; Mazlan Zulkifly</i>	
A Development of Indicators for Educational Thesis Quality Assessment	273
<i>Jaruwan Ployduangrat; Pairoj Klinkularb; Tussana Sawang Suk</i>	
The Tutor as an Agent of Change	276
<i>Dr Frank Kiong</i>	
<i>Mary Anne Vaz</i>	
Quality Assurance in ODL	284
<i>Nirwan Idrus</i>	
The Quality and Marketability Value of Local Graduates: Perspectives from the Malaysian Employers	292
<i>Norizan Abdul Razak, Hazita Azman, Mohd Sallehuddin Abd. Aziz, Wong Fook Fei, Azizah Yaacob</i>	
Leading Change through Academic Staff Professional Development Programme - A Collaborative Approach	300
<i>Pauline Goh Swee-Choo; Poh Sui Hoi, Andrew</i>	
Assessing the Impact of Subject Matter on Learners' Value System: A Case of Teaching a First Year Undergraduate Course in Global Business Context.....	305
<i>R. Ratneswary V. Rasiah</i>	

Recent Developments in the Accreditation of Engineering Programmes in Malaysia: The Washington Accord and Outcome-Based Education	313
<i>Sudharshan N. Raman; Mohamad Rom Tamjis</i>	
A Framework for Assessing and Ranking the Quality of University Faculty	320
<i>Sujata N. Gamage</i>	
✓ Quality Improvement in Higher Education Through QMS ISO 9001: 2000	327
<i>Tanti Irawati Muchlis</i>	
The Effort of Improving The Quality of University Graduates Using Balance Score Cards: A Conceptual Analysis	334
<i>Tatik Suryani; Djuwari</i>	
Adapting A Market Orientation Scale for Quality Service in Higher Education	343
<i>Voon Boo Ho; Nagarajah Lee Teay Shawyun</i>	
SUB-THEME: CASE STUDIES AND SUCCESS STORIES	
Development of Web-Based Remote Access Higher Level Physics Experiments	351
<i>A. A. Iskandar; Suprijadi; W. Sutrisno; J. V. Sulungbudi; Lusi; Lionov; L. A. Gunawan</i>	
A Development and Validation of the Structural Equation Multilevel Model of Team Effectiveness	359
<i>Apiradee Prasartsub; Suchada Bowarnkitiwong</i>	
Emphirical Study on Moral Education of Pre-School Children Through Electronic Games	364
<i>Attieh Moheballi; Hanafizan Hussain</i>	
Improving Assessment and Feedback Reliability in Student Projects Through the Use of Experiential Learning and Benchmarking Practices	370
<i>Ian Charleson; Ray Graham; Margaret Woodward</i>	
The Physical and Psychosocial Aspects of Ergonomically-Designed It Learning Environment: A Case-Study of Universiti Sains Malaysia	374
<i>Irfan Naufal Umar, Merza Abbas, Nor Azilah Ngah, Wan Mohd. Fauzy, Zarina Samsudin,</i>	
The Life Satisfaction of University Administrative Staff: A Case Study on UiTM Penang	383
<i>Ju Soon Yew @ Yew Soon Yu; Kong Lai Kuan; Zaliha Hj. Hussin; Mohd Salleh Hj. Din</i>	
Networking Strategies for Higher Education A Future Requirment in 21st Century	391
<i>Jyoti Sthapak; Rakesh Mohan Sharaff; Manish Sthapak</i>	
Transition to the English Language: Student Perceptions in a Malaysian University	399
<i>Naginder Kaur; Raj Sharma</i>	
Soft Skills in Higher Education: The Unimas Medical Model	408
<i>Ong Puay Hoon</i>	
Self-Directed Learning (SDL) in Undergraduate Physiology Curriculum in An Indian Medical School	415
<i>Reem Rachel Abraham; Subramanya Upadhy; K.Ramnarayan</i>	

Personality Pattern Among High Achievers Based on the Myers Briggs Type Indicator (MBTI)	419
<i>Rio Sumarni Shariffudin; Lee Ming Foong; Hasuzila Hasan</i>	
Staff Survey of the Cultural Attributes of the Student Affairs Division	425
<i>Sarah Davies; Sandra O'Connor; Raj Sharma</i>	
Impact of Multiple True-False Questions on Student Performance in Written Examinations	432
<i>Sharmila Torke; Asha K; K.Ramnarayan; Reem Rachel Abraham; Subramanya Upadhya</i>	
Online Forum in ELT Training Program: Constraints or Problems?	438
<i>Supyan Hussin</i>	
Measuring Workplace Learning Results – Using the Kirkpatrick Model	447
<i>T. Harikrishnan</i>	
Thai Graduates' Values Revisited in 2005: A Case Study of Assumption University	452
<i>Teay Shawyun; Krisda Tanchaisak</i>	
Student Satisfaction and Loyalty in Higher Education: A Critical Incident Analysis	460
<i>Voon Boo Ho; Nagarajah Lee; Patricia M. Jussem</i>	
SUB-THEME: INSTITUTIONAL RESEARCH	
Japan's Tertiary Education System: Developments in The Koizumi Era of Reform	466
<i>Charles Jannuzi; Fawaz Annaz</i>	
Advancing Student Roles in Research: The Immersion in Scientific Culture and the Importance of Soft Skills	474
<i>F. Haryanto; A. Waris; A. A. Iskandar; P. Arifin; S. Bijaksana; Suprijadi; W. Sutrisno</i>	
Face-to-Face and Online Discussions in Language Classroom: Evaluating Critical Thinking of L2 Students	478
<i>Faizah Mohamad</i>	
Reconceptualising the Instructional Design Model for the Knowledge Society	486
<i>Jay Somasundaram; Don Bowser; P. A. Danaher</i>	
Gate-Keeping into the Knowledge Society: Have We Got It Right?	494
<i>Jay Somasundaram; Don Bowser; P. A. Danaher</i>	
Strategies Towards the World Class Universities of Thai Higher Education Institutions	504
<i>Kampechara Puriparinya</i>	
The Academic Staff's Job and Life Satisfaction: A Case Study on UiTM Perlis	513
<i>Kong Lai Kuan; Ju Soon Yew @ Yew Soon Yu; Maziah Onn; Mohd Salleh Hj. Din</i>	
Developing and Validating an Instrument to Assess The E-Learning Environment at USM	519
<i>Nagarajah Lee; Rozinah Jamaluddin</i>	
Professional Teacher Production Strategies of Rajabhat Universities	527
<i>Narong Ouinong</i>	
Teaching Performance: Public Accountability and Government Influence in the Australian Higher Education System	534
<i>Peter Ling</i>	

The Role of Moral Education in Eliminating The Practice of The Accounting Fraud <i>R. Wilopo; Djuwari</i>	541
Enhancing Employability: Preparing University Students for the Working World <i>Ruzy Suliza Hashim; Norizan Abdul Razak</i>	548
Measuring the Impact of Secondary School Conditions on Academic Preparation and Retention of First-Year University Students <i>Serge Herzog</i>	556
Predicting Enrollment Retention and Degree Completion Time of First-Year University Students Institutional Research and the Challenge of Expanding Analytical Tools <i>Serge Herzog</i>	566
Development of a Pre-Internship Workshop Model for Music Student Teachers at Rajabhat Universities <i>Silapachai Kongtarn</i>	576
The Political Model of University Governance: A Step to Shared Governance in Malaysian Public Universities <i>Soaib Asimiran; Sufean Hussin</i>	584
Developing a Research Culture in The Class Room <i>Suprijadi; Zaki Su'ud; P. Arifin</i>	593
Teaching Competency and Effectiveness Index: A Pilot Study of Graduate Instructors <i>Teay Shawyun</i>	598

PAY FOR COMPETENCE IN HIGHER EDUCATION INSTITUTION A STUDY ON COMPETENCY BASED PAY OF LECTURER IN HE FOR THE KNOWLEDGE SOCIETY

Dyah Kusumastuti
Widyatama University, Bandung, Indonesia

ABSTRACT

[Porter, 2002] said that nation's competitiveness, which is defined as a country's share of world markets for its products, comes less and less from abundant natural resources and cheap labor, and more and more from technical innovations and creative use of knowledge, or a combination of both. The ability to produce, select, adapt, commercialize, and use knowledge is critical for sustained economic growth and improved living standards. The lecturer is one of the vital elements of the higher education system.

The perceptions that job based pay systems are inappropriate when change is very fast. Competency Based Pay is compensation for individual characteristics, for skills or competencies over and above the pay a job or organizational role it self commands

The aim of this study is:

- 1. To identify lecture competency which could predict success job performance*
- 2. To analyze competency based pay for lecturer regarding that competency above and to find model of competency Based Pay System in Higher Education Institution*
- 3. Developing steps in competency Based Pay System in Higher Education Institution*

Therefore, expected with the compensation system being based on competency and the compensation accepted by lecturer is really relied on its ability, especially in research to add the knowledge and its competency

BACKGROUND

Compensation system for the lecturer applying in higher education institution in this time still embrace the conventional system which relate at compensation system at public servant of civil which is his indicator is job faction and devotion time. For a while for the composition of the compensation accepted in the form of main salary elementary, variable salary (excess of burden semester credit is obliged to), and prosperity subsidy.

Therefore, expected with the compensation system being based on the competency, accepted by the compensation of lecturer is really based on the ability storey; level of school activity, especially in doing the research to improve knowledge and his competence. Beside that expected also this compensation system can more precise and accurate, so that proportional accepted appreciation with effort the job it.

This needed to realize that the lecturer is one of the back part harpoon in course of learning the teaching for the attained of target quality of College, so that efficacy of goal achievement of quality in course of learning the teaching most influenced by lecturer performance. Meanwhile, very influenced lecturer performance by the lecturer competency.

Management of HE institution require to design the carefully each; every matter related to lecturer especially lecturer remain to with a purpose can improve the owned by competency is so that expected can assign value to add as according to requirement of university.

Compensation system applied also can have to face emulation between colleges in this global era, with the meaning can have the character of flexible and can fulfil requirement of lecturer

As educational institutions for the development of human resources and as agents of societal change, universities need to pay critical pay attention to their human resources particularly lecturers. Many education experts, such as Richard I. Miller Edward Sallis and Higino Ables

stated that the lecturer is one of the vital elements of the education system. Hence, the lecturer is required to have the competencies that can achieve the high quality working standard, that would in turn enhance and improve the overall university-wide quality standing and thus its image.

LITERATURE REVIEW

Competency

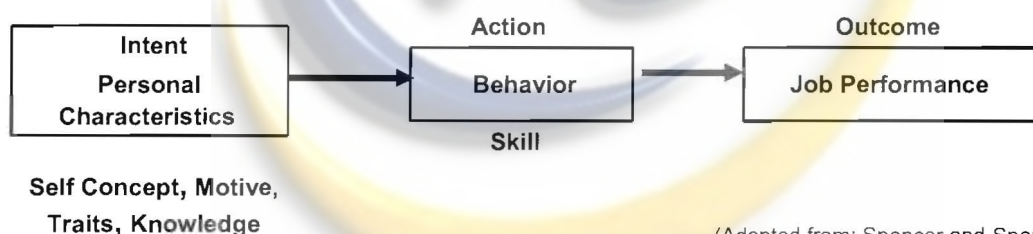
From Spencer & Spencer (1993), five types of competency characteristics:

- (1) Motives. The things a person consistently think about or want that cause action. Motives drive, direct and select behavior toward certain actions or goals and away from others
- (2) Traits. Physical characteristics and consistent responses to situations or information.
- (3) Self concept. A person's belief that he or she can be effective in almost any situation is part of that person's concept of self. Example: self confidence a person's belief that he or she can be effective in almost any situation is part of that person's concept of self.
- (4) Knowledge. Information a person has in specific content areas.
- (5) Skill. The ability to perform a certain physical or mental task.

Causal Relationship

Motives, trait, and self concept competencies predict skill behavior actions, which in turn predict job performance outcome. As in the Motive, Trait, Behavior, outcome causal flow model shown as Figure 1.

Competencies always include an intent, which is the motives, or trait force that causes action toward and outcome. Behavior without intent doesn't define competency. An example is "management by walking around" without knowing why a manager is walking around, you can't know which, if any, competency is being demonstrated. The manager's intent could be boredom, leg cramps, the monitoring of work to see if quality is high, or a desire to be visible to the troops.



(Adopted from: Spencer and Spencer 1993)

Figure 1: Competency Causal Flow Model

Criterion reference for competencies studies

The criteria most frequently used in competency studies are:

- ☐ Superior performance. This is defined statistically as one standard deviation above average performance with the reason:
 - 1) Many studies shows that economic value performance concerning to organization.
 - 2) To increase the performance, the organization must use superior performance characteristic as a basic to selection and performance burgeoning. Failing to enforcement caused failing in ascription organization average performance level.
- ☐ Effective Performance. This usually really means a minimally acceptable level of work, the lower cut off point below which an employee would not be considered competent to do the job.
- ☐ Categorizing Competencies.

Competencies can be divided in two categories, according to the job performance as follow:

- **Threshold Competencies.** These are essential characteristics that everyone in a job needs to be minimally effective but that do not distinguish superior from average performers.
- **Differentiating Competencies.** These factors distinguish superior from average performers.

Compensation

Competency Based Pay is compensation for individual characteristics, for competencies (seniority, potential, creativity, entrepreneurial initiative, loyalty, institutional memory, and portability) over and above the pay a job or organizational role itself commands.

Many compensation experts are wary of pay for competence, believing, "As soon as an organization/firm begins paying for nice to have characteristics divorced from job accountabilities that measure value added to the organization

Pay for education systems reward employees with the most seniority," the ones who have been with the company long enough to attend the most course". Frequently these courses do not teach skills relevant to improved organisational performance.

The following issues may indicate the need for competency-based pay system, such as: The need to justify compensations of knowledge workers who don't manage many people or assets the need for incentives to motivate employees to maintain and enhance state of the art skills.

Steps In Developing Competency Based Compensation System in Higher Education:

1. Identification Key factors, job role requirement, lecturer competencies that predict performance RESULTS, Bases for compensation can be diagrammed on 2 axes, see in Figure 2.

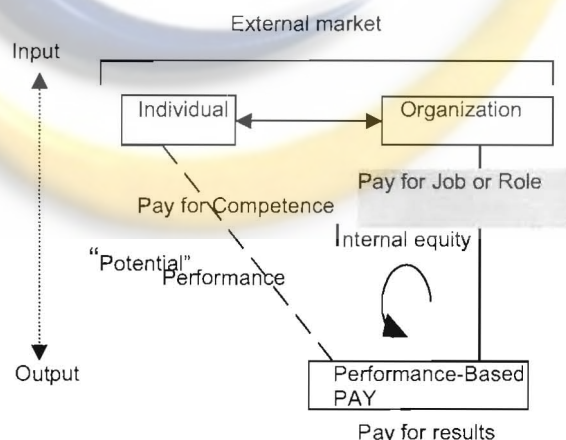


Figure 2

2. Determine Relative Percentages. Decide the relative % of total compensation the organization (HE) wants to pay for job role, lecture competence, and performance results.

Competency based pay systems consist three factors: base pay based on HE organization job or role, plus pay for lecturer competencies, plus pay for individual, team, HE organization performance results (see Figure 3).

In Figure 3, fixed pay is set by base pay for the job, plus additional pay based on the competencies a person brings to the job that predict better than average performance. Variable

pay can include additional pay for competencies demonstrated on the job (pay for skill), and for actual performance by the person, his/her team, or profit sharing based on the organization's economic results. A general trend in compensation is to increase the variable components of pay.

This relationship can be expressed in an equation:

$$E(v) = A * p * DF, \text{ where } E(v) = \text{the expected value of lecturer, } A = \text{amount of}$$

Economic value for lecturer's competency may bring the higher education, p = the probability that HE will get the amount and DF = the factor used to find the present value of benefit received at some future point in time.

More complex Competency based pay also can be developed using regression equations like:

$$Y = \alpha + \beta_1 (X_1) + \beta_2 (X_2) + \beta_3 (X_3) + E$$

Y = pay in dollars, α = y intercept, $\beta_1 (X_1)$ = job size, $\beta_2 (X_2)$ = competence; $\beta_3 (X_3)$ = performance; E = error variance.

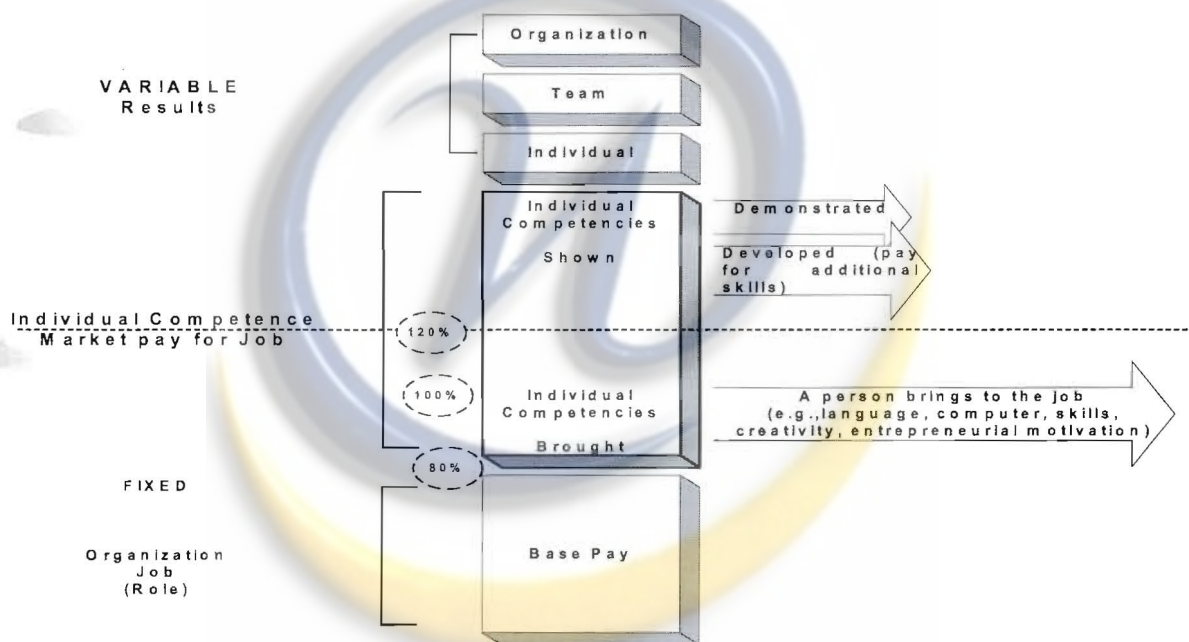


Figure 3: Job, person competencies, and results components of pay

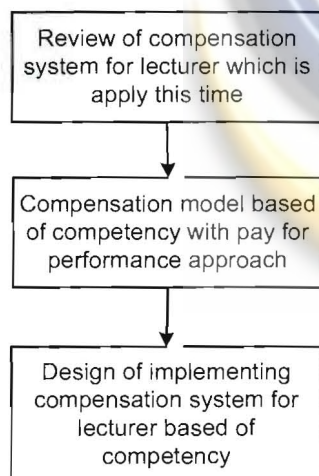
Compensation is forming the given to appreciation of employees, because pertinent which have given the aid to reach the organizational purpose. Compensation needed to differentiate among salaries with fee. Compensation is widest term including salary, fee and all kind of incentives (Michael & Newman: 2002)

Compensation consist of two type that is compensation type have the character of direct be like salary, bonus, incentive, and indirect compensation type be like housing facility, food subsidy, health subsidy and other subsidies.

Table 1: Benchmarking Job-Based, Skill-Based, Competency-Based Structure

	Job-Based	Skill-Based	Competency-Based
Structure Fee	Pursuant to position level	Pursuant to skill level	Pursuant to competency level
Fee Increase	Promotion	Skill Increasing	Developing competency
Management focus	Work relation of employee Promotion and placement Control of expenses by improvement of budget	Exploit skill maximally Training Control of expenses by certification and assessment	Memastikan kompetensi yang mempunyai nilai tambah Pengembangan kompetensi melalui pengembangan kesempatan Kendali biaya melalui sertifikasi dan penilaian
Employee focus	Higher position level	Find skill of superordinate	Find competency for more needed
Procedure	Job analysis Job evaluation	Skill analysis Skill certification	Competency analysis Competency certification
Excess	Passed to expectation of clear employees Performance improvement Fee pursuant to performance	Continuous learning Flexible Lessen the pressure work	Continuous learning Flexible Lateral movement
Limitation	Bureaucracy potency Not flexible	Bureaucracy potency Need for expenses control	Bureaucracy potency Need for expenses control

Research Method



Measurement of competency use the alliances method where entangling the team expert and use the media questioners propagated to lecturer as responder. Fill from questioners is the result of competency of identifying from observation of duty description; literature and result interview the team expert

From data-processing result, can be identified by the College lecturer competency dictionary along with level which consists of the competency consisting of Skill, Knowledge and Attitude. The competency dictionary can be shown as follows:

Table 2: List of Lecturers Competency and Its Level

No.	Competency	Level
1	Computer & Information technology application	3
2	Directiveness(class room controll & discipline)	4
3	Communication	3
4	Information seeking	3
5	Basic academic knowledge	4
6	English language	3
7	Analitical thinking	5
8	Conceptual thinking	4
9	Achievement Orientation	4
10	Concern for quality work	4
11	Customer orientation	4
12	Teamwork	5
13	Empathy	5
14	Adaptability	4
15	Initiatif	4
16	Professional Expertise	4

Measurement of competency using levelling system with 5 (five) levels, that is:

Level	Behavioral Description
5	<i>Mastery</i> This is highest level of the competency level owned by college lecturer, where owned by the competency of it reside in at level 5. This competency level can be told by ability of college lecturer very mastering. Where lecturer show behavior of competency in handling the complex matter and context which vary which chime in with the elementary principles, and can do the complex strategy or techniques implementation at big coverage and vary.
4	<i>Competent</i> This level under mastery, at this level the competency owned by lecturer resides in at level 4. At this competency level ability of the lecturer is told master. Where lecturer show behavior of interest in handling the complex things and illegitimate context in the coverage wide. Can arrange, or instruct and or develop the others, can deeper handle and shares
3	<i>Advance</i> This level is mounting middle (middle level), where the competency owned by lecturer reside in level 3. At this competency level ability of the lecturer is told enough master. Where lecturer show behavior of interest in handling some complex thingies or illegitimate situation context. In this level tend to cockier in his work or can assist work of others
2	<i>Intermediate</i> This level is second lower level from 5 college lecturer competency level, where the competency owned by lecturer resides in level 2. At this competency level the lecturer is told can. Where lecturer show the competency with form behaviors which expand from elementary behavior at one particular or some situation contexts
1	<i>Basic</i> This is the lowest level from competency level owned by college lecturer, where the competency owned by lecturer resides in level 1. At this competency level the lecturer is told enough can. Where, lecturer show behaviors is elementary the than the competency so that can execute his duties

By using factor analysis, obtained compensable factor (CF) to each lecturer interest as follows:

Table 3: Compensable Factor for Each Competencies

No.	Competency	Initial	CF
1	Computer & IT application	KI	0,012
2	Directiveness(class room controll &dicipline)	KMM	0,016
3	Communication	K	0,017
4	Information seeking	MI	0,017
5	Basic Academic knowledge	PDA	0,024
6	English language	BI	0,020
7	Analitical thinking	BAn	0,023
8	Conceptual thinking	BKn	0,022
9	Achievement Orientation	SMTK	0,023
10	Concern for quality	PMK	0,024
11	Customer orientation	BtP	0,023
12	Teamwork	Ks	0,024
13	Empathy	E	0,023
14	Adaptability	KA	0,022
15	Initiatif	Int	0,024
16	Professional Expertise	Prof	0,022

Thereby, model the compensation system base on the competency with approach of system pay for performance as follows:

$$C = GP + \left(\sum_{i=1}^n (Y_i \times L) \right) \times Rp. /\$$$

Where:

- C : the compensation value accepted by the lecturer
 GP : basic salary
 Y_i : compensable factor
 L : the level reached competency of lecturer
 Rp./\$: the value of price for each competency

Maximal value able to be obtained by the lecturer if 16 competencies have level maximum level (5) equal to: 1,687 point. Whereas minimum value able to be obtained by the lecturer if 16 competencies have lower level competencies (1) equal to: 0,337. So that the amount of values from 16 competencies factor will range from 0,337 - 1,687.

Rule of the competency amount of measure for implementation and also how much/many is the money of price for the competencies calculated; depend on policy of university in its implementation.

RECOMMENDATIONS

For implementation model competency based pay system, recommended by the implementation strategy as follows:

- To be socialized/given awareness beforehand step by step to the is lecturers of him/her core give understanding of benefit of this system, is used so that can more adding of lecturer motivation is to be more have masterpiece and continue to improve the competency and him/her quality;
- Made the policy later will become basis for compensation system implementation base on these competencies, this matter to be at the time of clear implementation of the reference used in it executing.
- Implementation step by step, in this case depended from readiness of university to implement it, but if felt for implementation as a whole not yet can, hence can be done step by step;
- Made the procedure along with forms supporter of implementation, so that will clearly what is and how is execution of its process, and who is be in control of the processes.