DESIGNING CBA MODEL OF PERFORMANCE APPRAISAL SYSTEM AS A MERIT RATING FOR HIGHER EDUCATION INSTITUTION

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ABSTRACT

Performance appraisal system as part of human resource management tools for higher education institution plays an important role in motivating and increasing educators and supporting staff's performance. It is very valuable for higher education institutions. Yet, in education affairs, this is still considered less. This research attempts to design competence-based performance appraisal system for higher education institution. Depth interview, secondary data, and questionnaire are used as the instruments. It is conducted in three types of higher education in Indonesia. In terms of professionalism, social competence, and pedagogical competences, it is found that there are three competencies, namely core competency, managerial competency, and technical competency. Core competency is referred to organization's value, varied among higher education institutions, but mostly includes integrity, customer orientation, achievement orientation, initiative, teamwork, empathy, and adaptability. In terms of managerial competencies, most higher education institutions consider planning, problem solving, influencing others, empowerment, supervising, and controlling. For technical competencies, they include computer literacy, English mastery and job technical mastery.

Key words: *performance appraisal, core competencies, managerial competencies, technical competencies, CBA Model.*

INTRODUCTION

It is a fact that realization of governance and management system of Higher Education (HE) is one important pillar in the Higher Education Long-Term Strategy (HELTS). HE in Indonesia is expected to implement good governance in education, such as by implementing it in the management of Human Resources (HR). Performance appraisal system needs desining so that HE can evaluate performance, coaching, and development to contribute to the increasing competitiveness of HE.

A good performance appraisal system is related to the capability to develop the human resources' competencies and form a culture allowing HE to have a source of competitive advantage. Considering the external challenges, particularly the Republic of Indonesia Law (Number 14 of 2005) about Teachers, Lecturers, and Accreditation Standards Institution and Study Program, the traditional performance appraisal systems had to be abandoned, and replaced with competency-based performance appraisal system. Development of competency-based assessment system or CBA model (Competency Based Appraisal) as the basis of merit rating is a strategic value because it can facilitate the HE in making decisions and policies for fostering and developming human resources, payroll, reward-punishment system implementation, as well as for career development.

Governance and management systems have a strategic role to influence the per-

formance of higher education institutions. One of the roles is to improve productivity and performance of human resources (teachers and education personnel), that is the performance appraisal system which can be used for merit rating. In addition, the existence of competency-based performance appraisal system directed to the interests of merit rating is important because it will ensure objectivity, fairness and clarity for the lecturers and supporting staff and management of HEI.

Some reasons for the above are in terms of the aspect of external and internal interests of HE. External considerations include 1) adjustments to the regulations, where Act No. 14 of 2005 for the Teachers and Lecturers began regulating the competence of lecturers, and other regulations related to accreditation standards in international and national accreditation: institutional and program levels. This demanded HE to direct the management of its human resources to comply with existing regulations and standards; 2) Competition, the higher intensity of competition among HEIs demans skill, knowledge and positive working attitude oflecturers and supporting staff. In connection with the above description, the competence and productivity is vital in accordance with their respective job. Competency-based performance appraisal system can serve as a foundation to achieve organization goals; 3) level of competitiveness: global and national competitiveness can be increased make it an important measure of a nation and HE. A university which aims to have global competitiveness and performance requires a higher competency than those at the national level. Thus, competency-based performance appraisal system can be designed according to the desired competitiveness by the HEI, through the establishment of core competence, managerial competence and technical competence, adjusted to competitiveness to be achieved HEI.

The internal considerations deal with good HR management and this plays an important role to realize the performance of

HEI. Faculty and staff productivity will increase if the work behavior is directed at achieving the demands of work productivity. Lecturer productivity in teaching, research, and community service is also influenced by both intrinsic and extrinsic motivation and HR management system.

This research attempts to design a performance appraisal system, as the basis of merit rating in universities so that it encourages the development of HR competencies. It also aims to produce a system and performance evaluation procedure covering: a description of competence in each type of competencies such as Core Competency, Managerial Competency, Technical Competency and required level. Design of system performance evaluation procedures outlined in the manual of performance appraisal system (CBA model).

The results are for a) Making policy and decision making for coaching, training and human resource development particularly in improving the competence of staff b) Developing system-based compensation and reward by merit rating; c) employee career development; d) controling and monitoring HR management; e) as a tool of motivation and feedback process for the educator and supporting staff; f) provision of data-based support for decision-making related to other human resource management.

The problems cover: 1) how can the performance appraisal system design (CBA model) be used as merit rating in the HR management of HEI? 2) What is the right type of core, managerial and technical or operational competence if using an indicator of the performance appraisal system design (CBA Model)?

THEORITICAL FRAMEWORK
Job Analysis
Job analysis is a process to find, identify, and analyze information about employment or duties in work situations. It is the initial process of a HR management. It creates a job description and job specifications for the basis of HR management, from their work-

force planning, performance appraisals, employee development, and remuneration processes.

Job analysis must be done by all organizations because it results in the form of job description and job specifications. This can be used as a working guide, standard or benchmark for assessing employee performance. It also contains a formal statement about the duties, responsibilities, and authority as well as the interaction of a particular job. Beside, it aslo indicates what is done in such positions, the way, and why to do the job, as well as the quality of the minimum competencies that can be accepted for personnel in a specific job.

Performance Appraisal System
Performance appraisal system will improve the effectiveness of decision-making processes relating to human resources and employee satisfaction (Steensma, 2007, pp. 101-102). The objective of performance appraisal is used to allocate merit pay system, the basic justification for the promotion process, measure the training needs of employees, and for legal purposes: accurate documentation for decision-making process or unexpected conditions (such as sanctions, termination). Reinke (2003, p. 23) adds that the main purpose of performance appraisal is 1) the development, which focuses on improving employee performance by identifying opportunities for employee growth and designing organizational resources that support employee growth process, 2) summative, which focus on the things associated with extrinsic rewards such as promotions or salary. Thus, the use of performance appraisal in organizations in general are administrative purposes such as allocation of rewards (salary increases, bonuses) and assignment decisions (such as promotion, transfer, demotion) and for staff development purposes, namely to identify the strengths and weaknesses of employees, providing feedback rating (Tziner, 2000, pp. 175-176).

The approach which is used in the assessment of performance will have an impact on the effectiveness of the process and outcome performance assessments. A number of approaches can be used to evaluate job performance (Steensma, 2007, p. 102), such as 1) the measurement of performance, 2) personnel data, 3) self-assessment and peer assessment, 4) evaluations from superiors, and 5) a combination of various methods, including of 360 degree feedback.

Attitude toward Performance Appraisal
Reinke (2003, p. 23) states that trust and acceptance of performance appraisal process is influenced by several things: relevance, length, and complexity of form and performance appraisal systems, a number of training. Carson, Cardy and Dobbins in Reinke (2003, p. 23), mention three critical assumptions of performance assessment, namely 1) in actual, employees will differ in contributing to the organization, 2) the causes of these differences is the existence of individual differences, 3) Supervisor are able and willing to distinguish the attributes of individual job performance with other sources.

Attitudes toward the performance appraisal (Reinke, 2003, p. 25) reflected from the attitude towards justice and acceptance of the appraisal system, which is influenced by the forms of assessment, organizational characteristics, and individual characteristics. Fairness and accuracy of performance appraisal system can form an opinion on the employee performance appraisal determined by the frequency of assessment, knowledge of the Rater on the Ratee's duties and responsibilities and understanding the level of performance, a number of objectives to be achieved, compliance with performance appraisal goal, two-way communication and employee participation, the relevance between tasks and assessment factors, the training on performance appraisal, practical things like ease of administration of performance appraisal, the length and complexity of forms of performance assessment.

Satisfaction with the appraisal can be caused by various factors from the assessment system itself. Rater satisfaction about

assessment methods is a crucial element for performance appraisal system. Its effectiveness and feedback depend on the acceptance Rater on the performance appraisal system (Tziner, 2000). Its existence is also a cause of satisfaction with the performance appraisal system. Tziner (2000) argues, training can develop Rater's skills in observing and recording behaviors associated with performance dimensions, also raise Rater's awareness about the differences between the performance dimensions and behavioral components, providing insight to the Rater about the dimensions of each performance, and train Rater in setting specific. Thus, the data record about positive or negative employee behavior is important in the objectivity of competency-based performance appraisal system.

Competency
Spencer & Spencer (1993) argue that competence is a basic characteristic that affects the way of thinking and acting, making generalizations to all the situations they faced, and survived long enough in humans. In addition, Achmad S. Ruky (2006), assert that it includes a set of personal characteristics, knowledge, and skills that affect the largest part of a job and has a causal correlation on performance. Beside, it can be measured by a acceptable standard and enhanced through training and development. Thus, it can be concluded that the competency held by individuals is the personal characteristics that would predict the actions of individual behavior, work skills and work attitude in a situation or environment. These characteristics underlie a person in the act of work related to the effectiveness of individual performance on the job.

Competency-Based Appraisal (CBA) Model
The performance evaluation is a systematic measurement of employee performance, in the form of employees' strengths and weaknesses related to the execution of tasks, compared with a predetermined standard

work, standard of organization, section, up to individual performance targets (Lutfi, et al, 2007 ; Kavanagh, 2007).

Levenson (2006); Ozçelik (2006); Abraham (2001), argue, competence can predict who is superior performer, to poor performers (marginal contributor), measured from the stipulated criteria. Such information can be obtained through the performance appraisal system, using the CBA model.

Suc a system is designed to assist the various management systems. In organizations, the system is designed for two purposes (Tziner, et al., 2007), 1) to assist the administrative process relating to the allocation of rewards and to assist decision making related to promotion, transfer and demotion; 2) to assist in employee development programs. Through the performance appraisal will be known the strengths and weaknesses of employees. Through the feedback process, employees can be used as a basis for improvement that facilitates the Supervisor to do the coaching and guidance. It can be used to evaluate performance, the quality and quantity achieved by employees. Therefore, assessment of performance than can be used to evaluate individual and organizational performance (Walsh, 2005).

CBA model is an assessment based on competencies of the employees compared with those required at the position. Its effectiveness also requires a complement that is Individual Performance Target which conform with the objectives of the unit, section, and the institution overall.

Dimension of Competency
According to the Law about Teachers and Lecturers (UU RI no. 14 th 2005, p. 3-7), competence is a set of knowledge, skills and behaviors that must be owned by teachers or lecturers suitable for the type, level and format of workplace or unit assignment. Competencies for Teachers and Lecturers include 1) pedagogical competence is the ability to manage learning, 2) the competence of personality, is the ability of a solid personality, noble, wise and dignified and to be exem-

plary for students, 3) social competence is the ability to communicate and interact effectively and efficiently with students, fellow teachers / lecturers, parents / guardians of students and surrounding communities, and the last is: 4) professional competence is the ability of mastering the subject matter is broad and deep (Republic Act no. 14 / 2005, p. 44). In developing the performance assessment system (CBA model), the elements of these competencies will be a reference in determining the type of competence.

Developing Performance Appraisal System – CBA Model
According to Achmad S. Ruky (2006, p. 112) stages of developing the competency model includes: determining the criteria for achievement of individual and work unit, to identify individuals and team performance, interviewed the incumbent who is selected as the sample, observation incumbent in the daily work, while developing a model and make comparisons and analysis with other data available, conduct focus group discussions involving a wider sample, analyzing the results of focus group discussions and sharpen the model temporarily. Furthermore, it also needs validated competency model before finalization.

Ainsworth (2002) argues, employee per-formance management can be done in several stages as in Figure 1, the beginning process of performance is planning, conducting performance appraisals, and corrective action and adaptive to each other through feedback discussions.
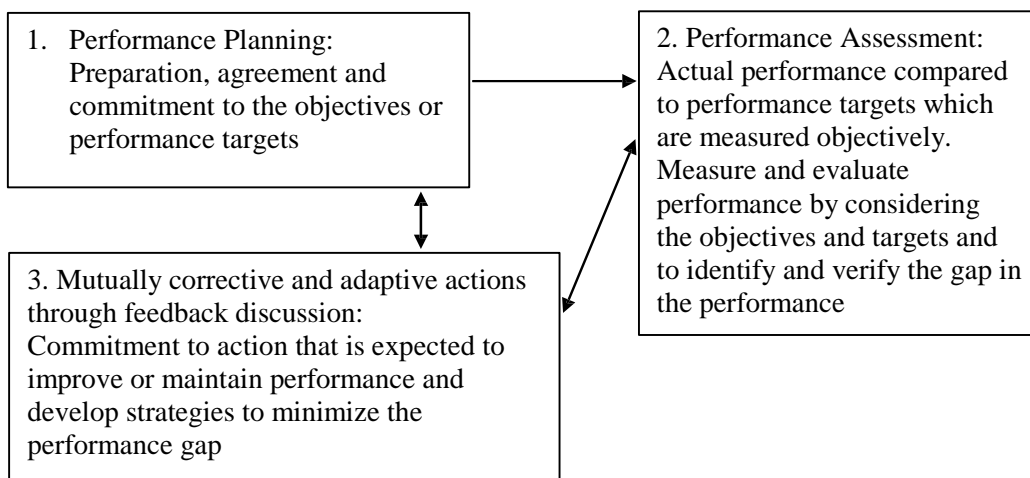
Required Level of Competency
Competency standards are formulas on the behavior of minimum performance that must be achieved in one particular type of competence e.g., what is to be done at a certain position, how far it can be achieved by someone, and how to measure the achievement. Standard of competence or the required level (Lutfi et al, 2007) is a measure of the minimum level of competency must be achieved by individuals on these competencies. The individual level is the level of individual competence achievement. Positive gap can occur if an individual level is higher than the required level, while the gap is said negative if the individual level islower than the required one.. Information about employees' gap map is very useful for development planning process.

Effectivity of Performance Appraisal
According to Irvine (2003, p. 173) criteria of assessment effectiveness include: lack of transparency and secrecy, educationg proc-

Figure 1
Performance Management

1. Performance Planning: Preparation, agreement and commitment to the objectives or performance targets

2. Performance Assessment: Actual performance compared to performance targets which are measured objectively. Measure and evaluate performance by considering the objectives and targets and to identify and verify the gap in the performance

3. Mutually corrective and adaptive actions through feedback discussion: Commitment to action that is expected to improve or maintain performance and develop strategies to minimize the performance gap

Reference: Ainsworth, Neville Smith and Anne Millership (2002, p. 7)

ess, employees trust on the organization, the accountability and integrated development, and training.

In general, the use of performance appraisal is intended to (Walh, 2006) provide feedback on strengths and weaknesses of the individual (employee), to distinguish between individuals and provide the allocation of rewards, evaluate and maintain human resource systems in organization, provides important documents required in human resources management.

The effectiveness of the performance appraisal system refers to the achievement of the intended use of performance assessment. Trust on organization is one indicator of the effectiveness of performance appraisal system. According to Reinke (2003, p. 23), the emergence of trust and acceptance of performance appraisal process is influenced by their relevance, complexity of form and performance appraisal systems, and a number of socialization received by the employees related to the system. The objective of socialization of the implementation acccording to Tziner (2000, p. 179) includes 1) developing of Rater skills in observing and recording behaviors related to dimensions of performance, 2) create Rater awareness about the differences between the dimensions of performance and behavior component, 3) provide insight to the Rater about the dimensions of each performance.

According to Carson, Cardy and Dobbins in Reinke (2003, p. 23), the critical assumption of the system is an understanding of the Rater that contributes to the organization, where the causes of the differences are the discrepancy among individuals. In this case, Supervisor must be able and willing to distinguish the attributes of work performance and individual performance with other sources. The effectiveness can be seen from the formation of employee opinions on performance appraisal fairness, based on the frequency of assessment, knowledge of the Rater about the Ratee's duties and responsibilities and understanding of the level of performance, a number of objectives to be

achieved, the suitability assessment of the achievement, the two-way communication and employee participation, the relevance between the duties and assessment factors, the process of understanding regarding the performance appraisal system, a practical matters such as ease of administration, length and complexity of forms of performance assessment. Thus, Ratee satisfaction of assessment methods is a crucial element for the performance assessment system, while the effectiveness of performance appraisal and feedback are substantially dependent on Rate acceptance of the system.

Grote (1996, p. 7) mentions that the effectiveness of the performance appraisal process can be achieved if the organization is able to improve the process of performance management which includes 1) the readiness of the organization, namely the behavior from top management and the availability of reward system. Employee involvement in setting performance management system will be able to build a sense of belonging to the system. In addition, communicating the performance system to employee have been transfer of the values contained in the system, and will be able to help employees to understand properly the performance appraisal system; 2) There is an integrated system with other systems in organizations such as training, compensation, development, selection, manpower planning, and other strategic plans; 3) Training for Raters and socialization for Ratee. The existence of this activity will facilitate the system implementation, because each Rater or Ratee will be clear about the responsibilities, objectives to be achieved and the passage of the procedures that should be; 4) The last aspect is the continuous evaluation of the implementation of performance appraisal systems that have been implemented in the organization.

RESEARCH METHOD
Sampling and Data Collection
Population in this research is universities in Surabaya, a purposively selected sample representing the three forms of HEI, High

School (STIE Perbanas Surabaya), Institute (ITATS) and Universities (Unmuh Surabaya). In this study, Universities in Surabaya were selected, which may represent a form of HEI and can be used as a pilot project is the STIE (Perbanas Surabaya). Lecturers and supporting staff elements in the HE were randomly selected as representative of the lecturers and supporting staff. Nineteen respondents include a number of the top management, the head of Faculty or Study Program, Head of Unit, and Lecturer in HEI, for confirmation and verification of data.

The data in this study are equipped with secondary data, such as the statute of organization, organizational structure and job descriptions.

Data collection method used for this research is a method of in-depth interview and questionnaires. Interviews goal is to confirm the things written in the questionnaire. Data collection was also done by triangulation techniques, which are combined from different data collection techniques and data sources. In this case, researchers collected data at once to test the credibility of the data with various techniques of data collection (Sugiyono, 2005, p. 83).

Operational Definition and Variable Measurement
In this study some important concepts to be measured and the research variables are described as follows.
a. CBA model performance appraisal system is a system of performance assessment using indicators of competence as the basis for determining employee job performance in accordance with the duties and functions of each.
b. Competency is defined as a set of knowledge, skills, attitude and character, the underlying behavior of a person to produce a certain performance level.
c. Type of competency is a grouping of competencies into core competencies (general), managerial competence and technical competence.
d. Core competency, the competence to be

possessed by each employee (faculty and supporting staff), which consists of: integrity, customer orientation, achievement orientation, initiative, cooperation, empathy, and adaptation to the change.
e. Managerial competency is a competency that supports individuals in carrying out management functions in the work. Managerial competencies include: work planning, problem solving, influencing others, subordinate empowerment, control and supervision
f. Technical competency is competencies which are related to the field of employment and duties of each position. Technical competence is divided into 2 (two) parts: first, general technical competence, comprised of: The ability to use IT, English, and a special technical competence.
g. Required Level is the minimum competency required for certain positions.
h. The individual level is the value achieved by the individual at a certain level of competence in accordance with the behavior of individual work

Research Instrument
The research employs questionnaire and interview method. Questionnaires have been prepared as a basic guide to conduct job analysis interviews, digging competence and confirmation of competence that will be used as indicators in the assessment of competency-based performance. In addition, it also prepared an instrument to guide the discussion in a focus group.

Instruments have been prepared on the elements of their core competence, managerial competence, and technical competence as well as measure the performance of a job referred to above by considering the institution's policy provisions and HEI as well as the existing benchmark. Questionnaires are based on indicator of each variable. The instrument is arranged to measure the identification of competencies needed in HE as follows: 1) proficiency in the field of assignment, 2) achievement orientation, 3) the im-

pact and influence, 4) conceptual thinking, 5) analytical thinking, 6) initiative, 7) self-esteem, 8) understanding, 9) concern for systematic work process, 10) information retrieval, 11) cooperation, 12) integrity, 13) ability to share knowledge, 14) ability to establish performance measures, 15) capability repair work, 16) the ability of a challenging target, 17) ability to innovate in the work process, 18) the ability of persuasion based on facts, 19) professional reputation, 20) ability to analyze the core of the problem, 21) ability to draw linkages or relationships between problem , 22) ability to anticipate obstacles, 23) ability to solve the problem with a systematic, 24) ability to make logical conclusions, 25) ability to consider the consequences and implications of each choice of action, 26) responsiveness to respond to the situation, 27) ability to express self-confidence, 28) ability to seek challenges, 29) self-reliance in addressing the problems, 30) ability to understand the attitudes, interests and needs of others, 31) sensitivity and ability to clarify any existing information, 32) ability to exercise control over the quality of information, 33) capability make note of the work process that has been implemented, 34) ability to obtain data, 35) ability to contact various sources in various ways, 36) ability to get many inputs, 37) ability in a group discussion, 38) ability to appreciate others, 39) the ability to share resources, 40) orientation towards the customer. From the discussions with experts, it is assumed that the gravity of these competencies is the same.

Credibility of Instrument
This research is a qualitative, findings or data that are otherwise valid if there is no difference between the reported researchers with what actually happens in the object under study (Sugiyono, 2005). It is necessary for the validity of data through the test of data credibility. The test of the data credibility is triangulated, by checking data from various sources in various ways. Triangulation used in this study was that of sources;

testing their credibility by testing by checking the data from the same source with different techniques, namely interviews, documentation, and questionnaires (Sugiyono, 2005, p. 125). Discussion with colleagues about the results of research concerns a provisional fellow lecturers and practitioners of human resource management field. In addition, it also conducted a member check, which is the process of checking the data obtained from the data providers, through group discussion forums.

Dependability of Instrument
Dependability test or reliability test is important to know the extent to which the instrument used to provide consistent results over time, by carrying out the examination of the entire research process. Dependability demonstrated through trace field activities, by conducting a detailed recording of interviews and observations and by documenting in detail the analysis process.

Research Stages
The research steps following with these stages:
a. Conduct job analysis to the HEI, to identify information about the position (job description) and qualification requirements for each key position for the operation of HEI. The result is a job description and job specification. From the job analysis process is also resulting job analysis procedures, which can be used as a guide for the implementation of further job analysis.
b. Preparing Competency Dictionary, which stages are as follows: 1) Set the description of competence in each of the types of competencies: Core Competency, Managerial Competency, Technical Competency. 2) Set the level of proficiency in each competency, where every grain of competence decomposed into several proficiency levels. This level is used as a measure of the competence gap, the difference between competence requirements for an occupation (required

level) with the competence of the individual (individual level) who served in the position. At each level, listed on behavioral indicators of ability to be demonstrated by an employee and can be observed by his superiors, colleagues or assessors for the question may be referred to already have a competence at that level; 3) Preparation of administrative systems and procedures for performance assessment, where the aim is to arrange the type form judgments, make the determination of the distribution form, the period of assessment, determination of rater-ratee, collecting the results of the assessment, data processing assessment, follow-up results of performance assessment and mapping the results of the assessment.

Data Analysis

1) Preliminary Analysis, is a job analysis (the result is job description and job requirements), the establishment of key indicators of each position, data collection (type of core competencies, managerial and technical competence), data analysis competencies, determining the type of competence, defining their respective competence in competency dictionary and compilation of administrative systems and procedures for performance assessment

2) Analysis during the study: data analysis in this study is the analysis of the data model from Miles & Huberman (Sugiyono, 2005, p. 91). Activities undertaken in this analysis include: 1) The reduction of data, including summarizing, selecting basic things, focus on important things, then to find the pattern, 2) presentation of data, which takes the form of brief descriptions, charts and relationship between variables and 3) Conclusions and verification, which explains not only the answers from the formulation of the problem but can develop in accordance with the findings in the field.

ANALYSIS AND DISCUSSION
Job Analysis Process

The process of job analysis conducted at specific positions in the HEI, which includes the Chairman of the Department, Secretary of the Department, and Head of Department (Head of Academic, Student Affairs Head of Section, Head of HR, Head of General, Head of Administration and Finance, Head Public Relations Section, Head of Information Technology (IT), Head of Laboratory, Head of PPPM, Research Coordinator, Community Services Coordinator) and Lecturer. Results from this job analysis process are job descriptions and job specifications and job analysis manual, which enhanced the draft manual that was made at the time before the process of job analysis conducted.

1) Job description and Job Specification

Job descriptions written in narrative form that contains: 1) the identity of position, which contains the description of job title, part of the organization, responsible to, in charge. Identity of the job description is meant to gain insight about organizational structure, responsibilities and accountability of the position; 2) Details of the task, consisting of planning, development and coaching tasks, operational tasks, reporting (examination and preparation of reports), assessing the subordinates performance, monitor and implement quality culture and carry out other tasks given related to their field supervisor. Inclusion of a description of carrying out other tasks given related to their field supervisor, so there is flexibility in job descriptions, especially under on the jobs that are not routine, but it is the responsibility of office holders; 3) the interaction term, contains information about the link a position with the unit or any other position in relation to everyday tasks, can be interactions within the work unit and outside the work unit; 4) Position requirements, which contains information about education, class / area, functional position, work experience, exceptional leadership, creative, innovative and able to communicate well. Specific skills are computer skills, English language

Table 1
Types of Core Competencies, Managerial Competencies, and
Technical Competencies

Results of focus group discussions (FGD)	Conformity with type of competency before the FGD
1. Integrity	Integrity, Professional Reputation
2. Customer orientation	Customer orientation
3. Aachievement orientation	Aachievement orientation, ability to seek challenges
4. Initiative	Initiative
5. Teamwork	Cooperation, the ability to share knowledge, ability in a group discussion, ability to share resource
6. Empathy	The ability to appreciate others, ability to understand the attitudes, interests and needs of others
7. Adaptation to change	Responsiveness to respond (new) situation
8. Work Planning	Ability to set performance measures, ability to set challenging targets work
9. Problem solving	conceptual thinking, analytical thinking, understanding, ability to analyze the core of the problem, ability to draw linkages or relationships between problems, ability to anticipate obstacles, problems with a systematic separating Ability, Ability to make logical conclusions, ability to consider the consequences and implications of each choice of action, independence in overcoming problems , sensitivity and ability to clarify any existing information
10. Influencing Others	Impact and influence, self-esteem, ability to persuasion based on facts, ability to express confidence, ability to contact various sources in different ways
11. Empowering	The result of discussion with expert
12. Supervision and control	The result of discussion with expert
13. Information Technology Mastery	The result of discussion with expert
14. English Mastery	The result of discussion with expert
15. Proficiency in Task Field	Concern for the systematic work processes, information search, ability to improve the work, ability to innovate in the work process, ability to exercise control over the quality of information, ability to make notes to work processes that have been implemented, ability to obtain data

skills and physical and psychological health. Special skills are considered necessary by the holders of positions in educational institutions.

2) Manual of Job Analysis Procedure
Manual contains procedures for the step of job analysis and of each sub-process of job analysis. From the job analysis process, the result is job descriptions and job specification. Thus, a few things to get attention about the task is the smallest of activities is describes the functions of the position. With the task, each position can be examined in sufficient detail to be used as basis in preparing the system of instruction. Some characteristics of tasks are: a) the task statement

describes a very specific action and not cause confusion it into practice. Sentence statement of the task has subjects and verbs; b) a task has a beginning (the task) and end (the task); c) the duties usually performed in a short time, for example in seconds, minutes and hours and can be subdivided into elements of the task; d) processing tasks can be monitored and measured. This means that every activity in this task should be seen and the results of the implementation of the task may reflect that the task has been carried out (see results), e) each task is a separate or free from other tasks (not ambiguous). Every sentence statement of the job description must demonstrate autonomy. In addition, the task is the smallest element of a job

3) Competency Dictionary

Competency dictionary is a description of the types of competencies, competency definitions and behavioral indicators at each level of competence. In the dictionary of competence are described on the 3 (three) types of competence, namely the core competence, managerial competence and technical competence. Determination of competence type based on an analysis of questionnaires, interview and based on discussions with experts. There are 40 (forty) the type of competence which responded by respondents about the importance of these competencies. From the responses of respondents stated that all competencies have an interest in employee performance measures.

From the discussion with experts (FGD), base on the existing list of competencies, the types of competencies were grouped in 7 (seven) types of core competence, namely integrity, customer orientation, achievement orientation, initiative, cooperation, and adaptation to changes empathy. Managerial competence consists of three (3) competences, i.e. work planning, problem solving, and influencing others. While technical competence consists of 1 (one) the competence of proficiency in the field of assignment. Consideration of the culture of educational institutions is also a consideration when determining the type of competence. To that, add

2 (two) other types of competencies within the group managerial competencies: 1) the empowerment of subordinates, 2) supervision and control.

Determination of technical competence should also consider the demands of information technology and global developments. For that, the technical competence is consisting of competencies in information technology / computer and English skills.

Each item of competence decomposed into several levels of proficiency (profeciency level). This level is used as a measure of the competence gap, the difference between competency requirements for a position with the competency of individuals who served or will serve in that position. At each level, are listed on the behavior or capability that must be presented by an employee and can be observed by his superiors or colleagues for a question may be referred to already have a competence at that level

Each core competency items grouped into 5 levels, namely Level 0: in dire need of training and learning process, requiring corrective action, his conduct does not meet the required minimum standards of behavior, even behavior that violates the rules of the organization; level 1: requires training and development, would receive correction and perform corrective actions, demonstrate compliance with the most / some of the required minimum standards of behavior, but still needs improvement in several indicators of critical behavior, level 2: willing to adapt, show consistency in behavior, indicating the behavior to achieve the standard, able to promote themselves itself so that it can perform tasks and behave according to that required by the organization, level 3: shows the behavior to improve the work, show the plan self-development, positive behavior that exceeds required standards; Level 4: being an example, anticipate and become agents of change, encouraging learning organization, capable of contributing the maximum to the organization, so as to improve organizational performance

Furthermore, every grain Managerial

competencies are grouped into 5 (five) level, where the general meaning of each digit levels are: Level 0: desperate need of training and learning, does not meet the minimum standards required managerial behavior, level 1: requires training and development, willing to accept corrections and perform corrective actions, demonstrate compliance with the most / some of the required minimum standards of behavior, but still needs improvement in several critical indicators of managerial behavior, level 2: willing to adapt and recognize the situation of working units, but still needs improvement in several indicators of managerial behavior critical; Level 3: able to make consistent efforts in moving individuals in a work unit to achieve work unit effectiveness; Level 4: able to promote the work unit, so as to improve the achievement of work unit

Each item of technical competency is grouped into 5 levels, namely level 1: Know the basic concepts of knowledge or skills in the areas of task, level 2: Able to apply knowledge and skills according to established procedures, to overcome the problems that are routine, but require assistance when problems are complex and must be addressed, level 3: Experience in applying the knowledge and skills, can solve routine and non routine problems without the need for assistance, can become trainers for other employees, level 4: Highly experienced in applying knowledge and skills, have authority in the field of expertise that is recognized within the scope of the organization, to cope with the complex situation that has not happened before; Level 5: Able to develop systems and procedures relating to the field organization or work unit, capable of integrating various other fields with that field for continuous process improvement for organization

In the dictionary of competence, in any type of core competencies, there are managerial and technical definitions of each competency and behavioral indicators.

Design of System Manual Performance Appraisal Model CBA

The draft manual CBA model performance appraisal system contains about

1. Basic Principles of Performance Assessment, namely the commitment of all parties involved in the performance appraisal process, starting from its own employees to top management, appraisal the performance carried out objectively, sub factors / indicators that reflected the assessment of type and level of competency for each specifically different positions, in accordance with the contents of tasks carried out the work of employees and the standards expected by the organization. In addition to the socialization of the performance appraisal system for all employees affected by the implementation of the performance appraisal system, performance assessment carried out consistently, continuously and not a moment of hospitalization, and results of performance appraisal be openly communicated, through the interview process feedback (feed back) assessment.

2. Systems and Procedures Performance Assessment Model CBA

a) the applicable Performance Appraisal Process in the organization is a competency-based performance appraisal system. Evaluation method used is a top-down approach, ie assessment by officials that is superior assessor assessed directly to employees (subordinates). 360 degree feedback assessment also can be an alternative to the HE by considering the culture in each HE. While activity in the CBA model performance appraisal process includes the distribution of the form, filling the record occurrence by appraiser, the implementation of formal assessment, the implementation of the feedback results of assessment, submission of assessment results to the human resources section, and recapitulation results of assessment by human resource departments, and making analysis of the map/profile achievements all employees by the Human Resources Section for follow-up results of the assessment.

Techniques to assess / measure the work of employees with a way to supervise / direct observation in the workplace, see the periodic reports / personnel data, using secondary data as the data supporting the performance, digging up information from fellow employee, or subordinate employees (if there is), or a cross-section supervisor who had worked with a valued employee. The next process is to fill in the form to record the incident and corrective action (FCKTK) any events, which contains about events during the current month. In this form, an official assessor records employee work behavior in a positive or negative on matters relating to the competencies required in the implementation work.

b) Administration of Performance Assessment

Process of administration of this performance assessment is the duty of the Section of Human Resources (HR), which is responsible for providing and distributing the forms supporting the implementation of performance assessment, evaluate and analyze the needs of training and development programs, by creating a profile and map the performance of employees per firm / sections / section and per office and store and maintain the confidentiality of the performance appraisal data for each employee in a neat, orderly and up to date.

CBA model performance appraisal form consists of: 1) FCK (event record form), which is used by the assessor to make a record of incidents regarding employee performance, whether positive or negative invaluable and 2) FPCBA (CBA model appraisal form), which is used by the Assessor for assessing performance within 1 (one) period of assessment. Description of the performance appraisal system and procedures as contained in the manual system of performance appraisal CBA model in brief about the who, what, why, when, where and how the rating system conducted using CBA who is involved in performance assessment model that assessed CBA covers employee, boss directly from the employee as an ap-

praiser, and decision makers is the direct supervisor of the Assessor. Meanwhile, what should be assessed, generally include objects or material that is assessed in accordance with existing competency dictionary. In addition, it is necessary to consider the time dimension of performance is achieved when compared with the standard of performance (or the level required).

The importance of a process of performance appraisal be done is to maintain and develop the potential possessed by the employees, determining training needs, the basis for employee career development and promotion base.

Furthermore, regarding the timing of the CBA model of performance assessment can be done formally and informally. Formal assessment is done periodically every semester evaluation gap between the levels required by the individual level. Informal assessment is conducted continuously, each time through daily observation. The performance evaluation is usually done in the workplace, specifically for the delivery of feedback must take into account confidentiality, and comfort.

Optimization of the Benefit from Performance Results

a) Training Need Analysis: Results of performance appraisals, one of which can be used by organizations to develop training needs analysis and development for employees. With the design of performance appraisal CBA, then each individual has a measurable level of achievement, taking into account the gap between the required level and individual level in each competency. This gap, which will be minimized by the existence of a planned training and development and employee development needs.

b) Manpower Requirement Planning: Planning labor needs is an activity related to the determination of human resource needs, both short-term needs and long term needs. With the CBA's perform-

ance assessment model, then the organization can predict or estimate how many people are needed because of the employee's performance is below the required standard of competence, by looking at the negative gap between the level required by the individual level.

c) Merit System in reward systems: meritocracy in the reward system in principle is a system to reward employees for achieving performance (pay for performance). In this system, implemented employee merit increase is determined by 2 (two) factors, namely 1) the ratio of salary to the mid salary employees in her group (the same job grade), and 2) the value of performance (performance rating). The amount of awards at each performance level (special category, good, moderate, less, less so) determined in accordance with the strategy of HE and the huge budget allocation for merit increases. It's important to note is the persistence of the principle of justice (fairness) as well as keeping the workers' compensation remains in the range of minimum and maximum of the applicable compensation structure in HE.

CONCLUSIONS, SUGGESTION, AND LIMITATIONS
Conclusions
The conclusion of this study can be described as follows:
1. CBA model of performance appraisal systems can become the basis of merit rating in the management of universities, because the CBA model will be made known to employees and the level mapping of the achievements and the gaps of the demands a minimum level of each type of competence. The result of the performance of each employee is used as a basis for granting an award in accordance with the level of achievement in each employee. In principle, meritocracy in the reward system in the HE is a system to reward employees for achieving performance (pay for performance). In

this system, implemented employee merit increase is that one of them because the value of performance (performance rating). The amount of awards at each performance level (special category, good, moderate, less, less so) determined in accordance with the strategy of HE and the huge budget allocation for merit increases. The existence of justice (fairness) is an important part of the implementation of a merit rating.

2. Type the appropriate competencies are used as indicators of performance assessment CBA model are: a) core competencies that consist of integrity, customer orientation, achievement orientation, initiative, cooperation, empathy and adaptation to changes is an aspect which was considered in the CBA model of performance assessment; b) managerial competence which consists of work planning, problem solving, influencing others, empowerment of employees, supervision and control, an aspect which was considered in the CBA model of performance assessment and c) operational technical competence which consists of the use of information technology, English language mastery and proficiency in field duty is an aspect which was considered in the assessment of model performance CBA.

Suggestion
Based on the findings of this study, the suggestion of researchers for Higher Education is a must in implementing a CBA model performance appraisal system to consider the culture or cultures that exist in each college, so it can eliminate the emergence of resistance to the sustainability of the performance appraisal system. Performance assessment is the process that are vulnerable to subjectivity or bias (error in the assessment). For that, the HE should provide the assessors with socialization and technical training or workshops on assessment and performance appraisal methods of delivery. In addition, the dictionary required level of competence and

should be adjusted in accordance with the dynamic changes that occur in each HE.

CBA model performance assessment prepared on the basis of competence at the heart of competitive advantage HE. Therefore, mandatory for HE to be able to identify what the advantages and what is the core of these advantages. Thus the assessment criteria will be more focused on what became the core of superiority.

Advice for researchers who will conduct research on performance appraisal system, in particular CBA models need to consider other kinds of competence in accordance with the progress made during the research period. In addition, researchers can see from the aspect of implementation of CBA systems so that could be a refinement of the performance appraisal system CBA model generated in this study.

Research on job evaluation could be recommended as a material for further study, because follow-up of the performance appraisal system is the award for employee performance. The principle of fairness in the award can be realized through a process of job evaluation, which is a process to assess the relative weight of a job compared to other jobs.

Limitations
The results of this study have not answered completely aware of all the problems associated with performance appraisal systems CBA model in Higher Education. This is caused due to the limitation on the number of samples as well as respondents who have not maximally to represent three forms of HE: institutions, colleges and universities.

Another limitation is the design of performance appraisal system this CBA model that has not been linked to the culture of each HE. Election competence aspect of performance assessment be based solely on a survey through questionnaires and interview methods associated with the interests of competence on the success of employees in his office, has not included the element of organizational culture in the design of the

performance appraisal system.

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