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Evaluation of Lecturer Recruitment Program at Tanri Abeng University

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Abstract

This research evaluates the recruitment program lecturer at the Tanri Abeng University. Evaluation model used is CIPP (Context, Product, Process, and Product). Data collection techniques using observation, interviews, and questionnaires. The purpose of this research is to analyze and provide recommendations resulting from the recruitment of lecturers in achieving the mission of the university. The results of the study explained that the implementation of the recruitment is in line with procedures to be decided by the university. Recruitment of lecturers planned include the use of resources, organizational structure involved in recruitment, faculty requirements planning, job design, recruitment formulation as a medium of information, formulation stages of selection and admission standards with more detail at every stage of selection. Budget and facilities should be increased to smooth recruitment activities. The role of the Human Resources Unit shall be increased in recruitment activities with the help of Academic lecturer on administrative selection process in accordance with scientific linearity. Planning needs of lecturers are already well underway through intensive communication between programs of study and academic. Consistency between the stages of selection and admission standards have been implemented in accordance with procedures. Intensive communication should be run between the university and study programs in all of their recruitment procedures according to provisions university. Results of faculty recruitment program that the candidate can meet the obligations Tri Darma in accordance with the provisions of the university well and meet the student satisfaction.

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Introduction

A university must have superior human resources. Human resources that must be owned are lecturers and staff. Lecturer recruitment is focused on filling positions in several study programs. Lecturers who are accepted are expected to be able to run the Tri Darma of Higher Education and contribute to achieving the organization's motto. Lecturer needs are very high in balancing the ratio of existing students so as to be able to improve accreditation standards and provide high-quality teaching.

The recruitment process that has been carried out already has several lecturers in accordance with the organization's qualifications. However, there are still many study programs that still lack the number of lecturers so they have not been able to meet the ideal figures set by the government. Lecturer recruitment is carried out to meet the ideal number and teaching needs at the university. In an effort to achieve the university's motto, the recruitment process is an initial process that must be done to get the best human resource candidates. This is considering the organization's target to produce output that is able to compete locally and internationally.

Lavania (2011) argues that lecturer recruitment has become a major challenge for higher education institutions, but a much greater challenge is the high level of employee turnover, because a number of teaching staff members switch organizations. Alotaibi, Paliadelis, and Valenzuela (2016) suggest that decisions for recruitment, retention and promotion of faculties are very important in determining the nature and shape of departments and universities as a whole. Therefore the recruitment of lecturers must be done to improve academic quality and produce human resources in accordance with Tanri Abeng University's dream towards "Career Ready Professionals".

At this time the lecturer recruitment program has been carried out to fill the needs of several study programs. The implementation of the recruitment program is based on the Manual standard with the Rector's Decree document concerning Guidelines for Recruitment of Educators and Education Personnel with No. ORG / 01 / TAU / XI / 2010 and the Standard Rules Manual contained in QM / TAU / 02 concerning human resource processes carried out to meet the needs of employees at Tanri Abeng University. The lecturer recruitment program has been implemented to meet human resource needs. Reality found that at the time of recruitment and selection it was carried out in accordance with the guidelines and operational standards determined by the organization. However, there are still several stages in the process of recruitment and

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selection programs that must be evaluated in depth to get recommendations for the organization to be taken into consideration and make the quality of human resources obtained according to organizational expectations.

The lecturer recruitment program requires evaluation to see the stages of implementation activities that have been carried out and improve the quality of human resources to be obtained. The need for program evaluation is very important in seeing and analyzing the implementation that has been carried out as part of fulfilling human resources. The model used is CIPP (Context, Input, Process, Product). Stufflbeam et al (2014) explains this model is used to evaluate the program process starting from the aspect of the context to the product. This study will analyze the process of recruiting lecturers who have been run by universities to meet human resource needs.

Literature Review

Evaluation Model

Quin Patto (2010) explains that evaluation is exploring the many benefits and feasibility of a process and results, both formative and summative evaluation of the things that limit the conduct of an evaluation is the condition of the complexity of what will be studied according to the needs of the organization. Royse, Thyer, and Padget (2010) reveal that a program can be evaluated must have several factors including having human resources managing the program, having a special budget, programs having clear objectivity, stability of funding, standardized systems & processes, programs overseen by certain units, and conceptual & strong theories. Therefore, program evaluation is a process that follows up on an activity or activity with a particular technique, method, or model according to the needs and expectations of the organization or institution.

Stufflbeam and Coryn (2014) explain the CIPP evaluation model (Context, Input, Process, Product) is the process of describing, obtaining, and providing information that is useful for assessing alternative decision-making. This definition explains that CIPP is a comprehensive evaluation model to direct the implementation of formative evaluations and positive evaluations of program objects, projects, personnel, products, institutions, and systems. This evaluation model is configured to be used by internal evaluators conducted by evaluator organizations, self-evaluations carried out by the project team on external service providers. This evaluation model is widely used throughout the world and is used to evaluate various disciplines and services such as education, recruitment, employee selection, transportation, and various other types.

The CIPP model begins by analyzing Context Evaluation. The focus of context evaluation is identifying and assessing the underlying needs of a program. The next process is Input Evaluation (Input Evaluation). The focus of input evaluation is to

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choose between existing plans, compile funding proposals, allocate resources, place staff, schedule jobs, assess activity plans, and budget. Then the analysis of Process Evaluation (Process Evaluation) is a stage that seeks to access the implementation of the plan to help program staff carry out activities and then help the wider user group assess the program and interpret benefits. The last stage is to carry out product evaluation (Product Evaluation), which is a stage directed at identifying and accessing outputs and benefits, both planned and unplanned, both short and long term.

Petro-Nustas (1996) explains the evaluation model with the CIPP approach (Context, Input, Process, Product) for the nurse teaching development program can be continued so that the effectiveness of the program can be continued in the next period. Hakan and Seval (2011) explain the CIPP model is able to map the sustainability of the teaching curriculum that can be improved for teachers and the quality of academic quality. Hasan et al (2015) revealed that the CIPP model was able to provide effective recommendations for the sustainability decisions of a program. The CIPP model is suitable to be used as an evaluation research approach by looking at the recruitment program process that has been carried out by universities, faculties, and study programs. This can be used as a recommendation and the basis for making decisions related to the effectiveness of the lecture recruitment program at Tanri Abeng University.

Recruitment

Mahapatra (2009) explains the definition of recruitment is the process of finding a source of labor to meet the requirements of a staff schedule and employ effective measures to attract sufficient labor in sufficient quantities to facilitate effective choice of an efficient workforce. Steward an Brown (2010) explains that the process of getting people to apply for jobs with certain organizations must go through several processes so they can get the best candidates. Armstrong and Stephen (2014) explain that the process of finding and involving people with organizational needs. So looking at some of the above definitions that it can be concluded that recruitment is any practice or activity carried out by an organization or company with the main goal of identifying and attracting potential employees.

Li (2015) explained that Nestle as a multinational company managed to get human resources from various parts of the world. Nestle has a network with international universities that are used as a source of recruitment and apply online-based processes to have high effectiveness. Susanto (2015) describes the recruitment and selection process of human resources carried out by companies as the key to successful business achievement. Human resources will always be the key to the success and success of the company's business. Otoo et al (2018) explained that the results of good recruitment and selection would guarantee the results of work by getting candidates according to the needs of the organization. Identification of job advertisements will be the key to

complete information to applicants to submit documents and applications according to the qualifications needed by the company.

Huang et al (2011) explain that how a company uses information from the labor market for effective recruitment. Effective recruitment and selection must be based on complete information, effective services, and increased access to information for job applicants (Omisore & Okofu, 2014). Transparency, and rigorous selection stages can recruit candidates according to the needs of the organization (Rahman et al, 2015). Kang and Shen (2013) revealed that in the process of recruitment carried out effectively able to improve performance on an ongoing basis. Hoque et al (2010) explained that the impact of lecturer recruitment carried out effectively and as needed has positive implications for university performance.

Research Methodology

This research was conducted with the aim of finding out the implementation of lecturer recruitment programs that have a major contribution in the implementation of the educational process in accordance with university standards. As an evaluation research, this study also has the purpose of knowing various components that can affect the effectiveness of the program in accordance with the vision and mission of the organization. The evaluation model used is CIPP (Context, Input, Process, Product) that fits the research needs. This model is used for mapping according to the reality and recruitment activities that have been carried out by Tanri Abeng University. The context aspect will analyze the context of the recruitment implementation and the purpose of recruitment in accordance with the university's vision & mission. Input aspects will analyze recruitment planning, support resources, organizational structures that carry out recruitment, planning needs of lecturers, recruitment formulation process, and job design. The process aspect will analyze the process of formulating the selection stages and assessment standards at each selection stage. The product aspect will analyze the results of the recruitment consisting of placement in the study program with the implementation of Tri Darma University and student satisfaction on the performance of lecturers in the teaching aspects. Under this evaluation research criteria used are as follows:

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Tabel 1. Criteria CIPP Evaluation Model

Components	Evaluation Aspects	Evaluation Criteria
Context	Process and Formulation of program objectives	The purpose of lecturer recruitment is based on the motto "Career Ready Professional" which must be implemented in the implementation of recruitment
Input	Division or Department handle lecturer recruitment, budget, plans for lecturers' needs, stages of selection, and standards for assessment of recruitment processes	Effectiveness of the lecturer recruitment and selection planning process
Process	Implementation of recruitment stages	The recruitment of lecturers uses applicable standards by using the form / assessment documents at each recruitment stage based on: a. Administrative Selection b. Microteaching c. Trial test for 1 semester. d. Final Interview with Vice Rector
Product	Lecturer job placement in each study program and student satisfaction based on questionnaires at the end of each semester.	Lecturers placed in each study program are able to work based on the job description.

Methods of collecting data using observation, interviews, and questionnaires. Observation by conducting direct observation of the recruitment process that has been carried out at Tanri Abeng University. The interview by giving questions to the respondents included Vice Rector, Head of Study Program, and Lecturers. Questionnaire by giving a number of questions to students regarding the performance of lecturers in teaching for one semester. In this research verification is carried out on each component of the context evaluation stage (Context), input (Input), Process (Process), Results (Product) and impact (Outcome). Conclusion each stage of the evaluation results is expressed in the form of a rating that is low, moderate, and high. This rating has been carried out by Tumber (2014) in implementing evaluation indicators according to the research criteria. This scale is used to see how far the

success of the program has been carried out in recruitment activites. After data analysis, mapping was carried out based on the focus and research sub-focus. Based on the categories of conclusions, the decision of the evaluation results is made according to the criteria specified in the table. The instrument was developed through a process of adaptation or redesign tailored to the problems and objectives and designed according to the level of achievement. The implementation and results of each aspect of the component evaluated are presented with descriptors as follows:

Table 2. Evaluation Criteria Guidelines

Scale	Rating	Description
1	Low	All evaluation criteria are not met or fulfilled in part below fifty percent of the number of criteria...
2	Moderate	Evaluation criteria are met in part fifty percent or more than the number of items criteria
3	High	Evaluation criteria are met or close to 100 percent

Results and Discussion

The results of implementation lecturer recruitment program at Tanri Abeng University (UTA) are presented based on observations, interviews, questionnaires, and findings from the five stages of CIPP program evaluation (Context, Input, Process, Product). Below, the table of evaluation results of the lecturer recruitment program that has been carried out is in accordance with the research model as follows:

Table 3. Evaluation Results of Lecturer Recruitment Program at Tanri Abeng University

Component of the Evaluation Model	Evaluation Criteria	Evaluation Findings	Rating			Decision
			L	M	H	
Context Aspects	Process and Formulation of program objectives	There are 5 lecturer recruitment objectives contained in the policy document consisting of meeting HR needs, implementing the university's vision and mission, focusing on getting the best candidates, candidate qualifications according to the needs of the study program, and developing lecturers to produce professors for university sustainability. Lecturer recruitment planning has involved all work units including			v	Evaluation criteria are partially fulfilled, the assessment is categorized as high so that the aspects of the objectives of lecturer recruitment can be maintained and improved for the better

		study programs, Human Resources and Academic Division so that there is a process of integration and good synergy in the lecture recruitment activities				
Input	Division or Department handle lecturer recruitment, budget, plans for lecturers' needs, stages of selection, and standards for assessment of recruitment processes	The resources needed for the recruitment process have been provided by the university. The work unit responsible for the recruitment of lecturers is study programs, faculties, universities and academics. The plan for lecturer needs has been made by the study program. The study program has set a selection stage consisting of administrative selection, microteaching, interviews, and probation for 1 semester.		V		Evaluation criteria are met in part by fifty percent or more than the number of items criteria. The reality of all divisions starting from study programs to university level has the same qualifications for the recruitment of lecturers. The unavailability of a special budget for the recruitment of lecturers and already has recruitment stages set by the university.
Process	Implementation of recruitment stages	The implementation of the recruitment stage has been carried out in accordance with the procedures set by the university. Five stages have been carried out consistently, but there is still something that must be improved from the implementation of microteaching.		V		Evaluation criteria are met in part by fifty percent or more than the number of items criteria. Selection procedures must be continued and improved communication between study programs and academics in carrying out recruitment according to procedures. Changes in candidates' qualifications from master to doctoral to reach world-class universities and improve academic atmosphere.
Produc	Lecturer job placement in each study program and student satisfaction based on questionnaires at the end of each semester.	The accepted lecturers have been placed according to the qualifications and needs of the study program. Students are satisfied with the teaching process provided by the lecturer. Case studies, company visits, and certain places support student insight according to the topic of the lecture.			v	Evaluation criteria are partially fulfilled, the assessment is categorized as high so that the impact aspects of lecturer recruitment can be maintained and improved for the better

Based on the results of the evaluation conducted using the CIPP model approach (Context, Input, Process, Product). In the table above, the mapping of aspects can be

categorized clearly and in detail so as to be able to provide recommendations as part of the corrective steps to get candidate lecturers according to the needs and character of the organization. The selection of the evaluation model is in accordance with the problems faced in recruiting lecturers as needed at Tanri Abeng University. The selected scale is categorized as low, moderate, and high depending on the findings or results of the study through a series of observation activities, interviews, and questionnaires to the respondents.

In the context stage an evaluation of objectives recruitment program and formulation of programs based on the direction of organizational achievement towards "Career Ready Professional". The context aspect will analyze a number of documents that become the legal foundation and footing in conducting lecture recruitment activities in Tanri Abeng University. The documents to be analyzed are the Rector's Decree concerning the Guidelines for Recruitment and Selection of Lecturers & Education Personnel, University Statutes, and Lecturer Recruitment Guidelines. These three documents will be strengthened by interviewing Vice Rector I for Academic & Student Affairs in confirming some information that guides the recruitment of lecturers. The recruitment goal setting procedure is based on how the university is able to meet human resource needs in the field of teaching and get qualified lecturers as an effort to fulfill the vision and mission. The process of determining recruitment programs involves the University Senate, Vice Rector for Academic & Student Affairs, Management Representatives, Head of Study Programs, Academic Managers, HR Managers, and Vice Rector Non Academic.

Based on the results of observations and interviews in the context aspect, it can be explained that the appropriate evaluation criteria can be fulfilled in the formulation of recruitment objectives. This can be seen by the determination of recruitment starting from the alignment of the vision and mission between the study program and the university. It aims at determining the qualifications and competencies needed to achieve organizational goals. The role of Head of the Study Program is very large in providing a number of important information in determining the recruitment of lecturers starting from qualifications, competencies, workloads, and lecturer performance. Then Head of the Study Program discusses with the Vice Rector for Academic & Student Affairs, Management Representatives, HR Managers, and Vice Rector for Non Academic Affairs. HR managers have the duty to record and formulate the stages that will be faced by the candidate candidates and inform qualifications according to the needs of the organization. The position of Deputy Management is only as a representative of the foundation to oversee and see the process of establishing a recruitment program to fit the vision of the university. The process of determining recruitment planning decisions will be decided by the Vice Rector for Academic & Student Affairs and the Vice Rector for Non Academic Affairs. Under this determination of the objectives of the recruitment program are as follows:

1. Recruitment is an activity to meet the needs of human resources, especially teaching staff (lecturers) in providing academic quality to achieve the vision and mission of the university.

2. Recruitment activities must be in accordance with the vision and mission of the organization so that planning involves the Study Program, HR Unit, and Academic.

3. Recruitment is focused on getting the best candidates and teaching staff must be able to meet organizational expectations.

4. Lecturer recruitment is intended to be able to meet the qualifications of the Study Program and reflect the organization's vision of achieving Career Ready Professional.

5. Recruitment aims to get the best candidates and be developed based on the needs of the organization.

In the evaluated aspects of the input are the resources needed to carry out lecturer recruitment activities. The resources needed in the lecture recruitment process include work units, recruitment budgets, planning of lecturer needs, recruitment stages, and standards for assessment of recruitment processes. The division responsible for the recruitment process is the study program, academics, and the Human Resources Division. These three units coordinate with each other to plan, formulate, and decide on all lecturer recruitment activities. This component has been carried out properly according to the results of interviews with Vice Rector, Head of the Study Program, and Academic Manager for the recruitment activities of lecturers at Tanri Abeng University.

The recruitment budget is taken from the university's income and is allocated to each study program in meeting the needs of lecturers. Implementation of the use of the recruitment budget is given to each study program to plan the needs of lecturers in each semester. Existing recruitment is divided into two groups, namely education staff (staff) and teaching staff (lecturers). This budget is made as a form of organizational support in fulfilling human resources. The study program makes the needs of lecturers in line with the number of classes. This is done to ensure the effectiveness of teaching activities and balance the ratio between students & lecturers. The role of the Head of the Study Program and Vice Rector I for Academic & Student Affairs is very important in the formulation of lecturers' needs. This is considering that what was discussed in the planning of lecturers' needs was the number of lecturers, competency qualifications, and HR characteristics in accordance with the organization's vision.

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The selection stages are formulated through four procedures consisting of administrative selection, microteaching, interviews, and probation for 1 semester. These five processes are included in the lecturer recruitment guidelines. This is done to get lecturers according to the qualifications and requirements of study programs. The assessment standard has been established in the lecturer recruitment guidelines so that consistency and commitment in obtaining human resources will be seen in the process aspects. At the stage of the process analyze how the implementation of the selection and recruitment phases is consistent in accordance with the decisions decided by the university. The results of the consistency of the lecturer recruitment process that has been carried out at Tanri Abeng University by distributing questionnaires to the respondents as many as 30 persons. Below are the results of the lecturer questionnaire analysis as follows

Tabel 4 Test Questionnaire Instrument Results

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N. of Items
0.906	0.907	16
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	31.37	53.137	0.552	0.962	0.901
Q2	31.30	54.010	0.604	0.951	0.900
Q3	31.17	52.626	0.672	0.779	0.897
Q4	31.37	52.723	0.633	0.922	0.898
Q5	31.60	55.972	0.448	0.889	0.904
Q6	31.00	53.655	0.411	0.954	0.907
Q7	31.03	53.689	0.567	0.933	0.900
Q8	31.27	52.754	0.614	0.896	0.899
Q9	31.17	54.420	0.397	0.901	0.907
Q10	31.20	51.476	0.704	0.951	0.896
Q11	31.23	50.875	0.779	0.874	0.893
Q12	31.67	52.437	0.705	0.894	0.896
Q13	31.37	55.689	0.417	0.935	0.905

Q14	31.03	51.068	.732	.955	.895
Q15	31.47	53.361	.556	.758	.901
Q16	31.27	52.616	.587	.654	.900

Based on the results of the questionnaire that has been shared that it is reliable and validity. A number of questionnaires that have been distributed are 30 (thirty) lecturers. The Cronbach Alpha 0.906 test> 0.7 and all questions where the value of Corrected Item-Total Correlation> 0.3610 (r table) so that all conclusions are valid. Therefore the questionnaire can be used as a research instrument. The results of the questionnaire explained that as applicants who took part in the selection process, all stages had been passed based on the provisions of the university. Respondents stated that getting information sources from the university's website. The selection process uses the form at each stage. During the selection process the respondent always gets a progress report at each stage of the selection. Respondents get transparent reports during the trial period and complete information through job descriptions. Respondents stated that the study program gave time to study the duties and obligations as permanent lecturers as fulfilling Tri Darma so that they understood well. The distribution of questionnaires aims to confirm some information from lecturers who have been accepted and joined at Tanri Abeng University.

The results of interviews with Vice Rector I and Head of the Study Program explained recruitment of lecturers had been carried out in accordance with the provisions set by the university. Head of the Study Program explained that the lecturers recruited must be able to fulfill the obligations of Tri Darma University as an effort to achieve the university's mission "Career Ready Professional". All study programs have made the qualifications and competency requirements needed to produce academic quality that is suitable for achieving the university's mission.

The first stage is the administration selection where a detailed examination will be carried out starting from the job application letter, CV, Master / PhD Education Diploma, and expertise certificate according to the needs of the study program. Teaching tests are the next stage where candidates will be tested for scientific mastery. Candidates will be given the freedom to choose courses according to their expertise. Candidates must send lecture material in the form of power points no later than 3 (three) days before the schedule. This aims to be studied by the testing team appointed by the study program. Experimental tests are stages where candidates will be given the opportunity to teach in class. Students are objects of teaching that will be given lecture material according to the academic schedule. The indicator for candidates who pass the trial test is the student questionnaire and recommendations from the academic. The student questionnaire aims to measure the candidate's ability to provide teaching, scientific mastery, discipline, and communication with students. Recommendations from academics aim to see all lecturer behavior, time discipline, and observations made

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by lecturers. For candidates who have passed it will be recommended to study programs to be accepted as permanent lecturers according to the needs of study programs. The results of the research that have been carried out by evaluators by collecting some information from the Head of Study Program and Vice Rector I for Academic & Student Affairs. The implementation of lecturer recruitment has been carried out in accordance with applicable procedures. Procedure Lecturer Recruitment has been carried out consistently by study programs and academics. Some of the shortcomings found are study programs that recruit without going through good coordination with academics. This must be improved and improved communication between academics and study programs to carry out recruitment procedures in achieving the university's mission "Career Ready Professional"

The product of recruitment is job placement according to organizational needs and achieving student satisfaction. Candidates who are accepted as permanent lecturers will be placed in the study program. The process of recruitment and selection that has been undertaken is expected to get candidate lecturers who are ready for a career and contribute to the development of academic quality and achievement of the organization's vision towards "Career Ready Professional". The results of successful and successful recruitment can be seen in how it contributes to job placement in each study program after being declared accepted as a permanent lecturer.
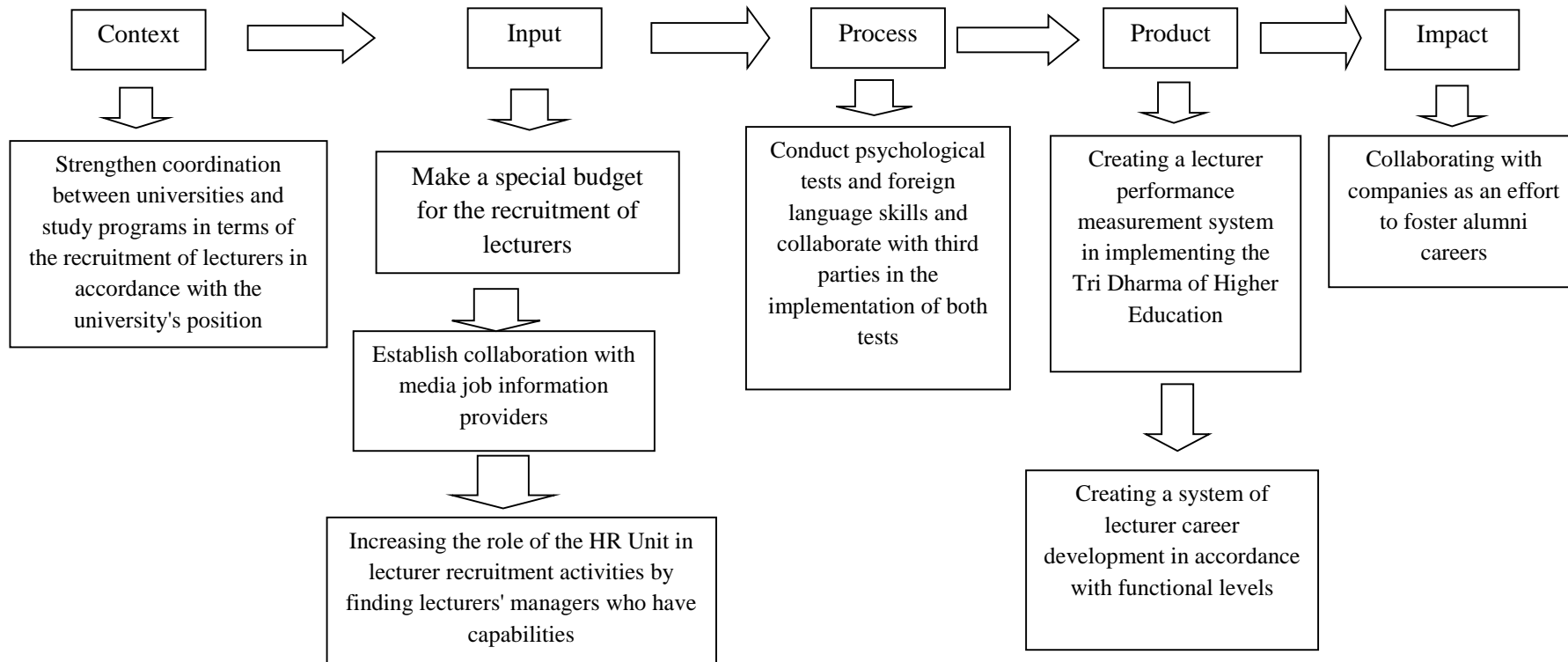
In the second year the results of job placement have been seen with the number of lecturers who already have an Academic Position (JJA) level of Expert Assistant (AA). The lecturer understands the obligations that must be carried out for academic quality and the requirements for developing study programs in order to obtain maximum accreditation. The results of recruitment products can be seen by improving academic quality and developing career of lecturers. It is expected that in the third year the lecturers have the desire to continue their education to the Doctoral level and in the future the university has been able to produce Professors in each study program. Some study programs that are seen to increase academic quality from the results of recruitment and job placement consist of Business Administration, Management, Accounting, Information Engineering, and Architecture.

The findings of the evaluation study explained that the results of recruitment in the form of job placements had gone well according to the needs of the study program. Lecturers who have been accepted and stated remain able to contribute in implementing the job description properly. The lecturer understands what must be done and designs a career in the first three years after being accepted into Tanri Abeng University. Job placement is the end result of a series of recruitment processes for lecturers at Tanri Abeng University. The results of the research findings explain that the product from lecturer recruitment to organizational performance and student satisfaction is good. It can be seen that the lecturers recruited were able to meet the expectations of students to continue their studies at Tanri Abeng University.

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The results of the lecturer questionnaire from students received a good assessment of the results of the lecturer teaching questionnaire at the end of the semester. The impact of recruitment on organizational performance is quite good by obtaining minimal accreditation from the government. However, there are several things that must be corrected in improving the quality of the recruitment of lecturers at Tanri Abeng University. The engineering study program has difficulties in meeting the needs of permanent lecturers. This is due to the fact that lecturers who have the qualifications and competencies in engineering programs are still rare. Many private universities compete to get the best lecturers. But overall it is seen from the existing evaluation criteria, the recruitment of lecturers has gone well and has experienced significant HR development.

Conclusion and Recommendation

Lecturer recruitment programs that have been conducted to meet human resource needs can be mapped based on the research evaluation model. The model used is CIPP (Context, Input, Process, Product). Implementation has been carried out properly, but it still has to be improved again from several aspects that have been analyzed by researchers. As an evaluation researcher, there will be several recommendations for improving the quality of lecturer recruitment that have been carried out at Tanri Abeng University. The concept of this recommendation is in accordance with the results of observations, interviews, and questionnaires from several informants. The concept of recommendations given are as follows:

Context → Input → Process → Product → Impact

Context ↓
Strengthen coordination between universities and study programs in terms of the recruitment of lecturers in accordance with the university's position

Input ↓
Make a special budget for the recruitment of lecturers
↓
Establish collaboration with media job information providers
↓
Increasing the role of the HR Unit in lecturer recruitment activities by finding lecturers' managers who have capabilities

Process ↓
Conduct psychological tests and foreign language skills and collaborate with third parties in the implementation of both tests

Product ↓
Creating a lecturer performance measurement system in implementing the Tri Dharma of Higher Education
↓
Creating a system of lecturer career development in accordance with functional levels

Impact ↓
Collaborating with companies as an effort to foster alumni careers

Picture 1. CIPP Model Recommendation for Quality Improvement of Lecturer Recruitment at Tanri Abeng University

Based on recommendations and concepts that will be implemented in the lecture recruitment program at Tanri Abeng University. The first step that must be done is to strengthen coordination between the rector, faculty and study programs in carrying out the recruitment of lecturers. All parties must realize that the success of an organization requires the support of the academic community. The study program must have qualified lecturers and be able to achieve the organization's vision towards the "Career Ready Professional". The common shared thinking and commitment in building a university must be built by getting the best candidates to provide academic quality for students. The results of a quality educational and academic process will produce human resources that are able to compete both nationally and internationally.

Furthermore, in the recruitment planning the lecturer must have a special budget and not be mixed with other activities. This is because in getting the best candidates, they need a rigorous selection in accordance with the lecturer recruitment guidelines. Information access must be expanded and not only rely on university websites. However, by disseminating information through media information provider jobs. This will make it easier for the public to obtain job information for both lecturers and education staff needed by the university. Increasing the role of the HR Unit in the recruitment of lecturers by recruiting new HR managers or providing special training related to the recruitment of lecturers so that they do not only manage one activity, but are able to design a more strategic human resource system for Tanri Abeng University.

Provide additional stages in the selection process with a psychological test and language proficiency test. Psychological tests are used to analyze and find out the personality of the candidate lecturers. Language ability test to find out how far the candidate lecturer is able to teach in a foreign language. This is considering the existence of International Class. So to maintain quality, this test will improve the quality of candidates obtained according to the needs of the study program. The next step is to design a lecturer performance system in the implementation of Tri Darma. This must be done to measure the performance of lecturers effectively and objectively. The performance system must be made to make a decision in increasing the remuneration and career of lecturers at the university. The last is to make cooperation with government and multinational companies in terms of employee recruitment. This is a challenge for Tanri Abeng University to produce alumni who are qualified, highly competent, professional, and have integrity to achieve the organization's vision towards the "Career Ready Professional".

The lecturer career development system must be built in accordance with the performance that has been given to the university. Career development for lecturers will occupy positions as trainers and consultants. This is because Tanri Abeng University has business units where lecturers who have been recruited can be involved in its development. Lecturers can act as consultants to provide the latest business ideas

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and innovations in the use of technology as a whole. In the future, lecturers will provide active participation in the development of the university. All positions in the university should be filled by lecturers so that they will create loyalty and mutual commitment in building and achieving the university's mission towards the "Career Ready Professional".

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