

Credit Point Calculation Model of Functional Position(Case Study of Credit Point Designing for Education Management Quality Assessor at the First Level in Formal Education Institution)

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Abstract

This study aims to obtain the credit point calculation model for proposing a new functional position within government agencies. The result of the study shows that the calculation phase of the credit point of new functional Position, after the entire procedures for preparing the academic manuscript, preparation of the activity item matrix, validation, and the formulation of the implementation framework is conducted then analysing the calculation with the steps: (1) preparation of activity item matrix, (2) distribution of workload questionnaires and workload analysis, (3) recap tabulation of overall calculation result, (4) analysis of work volume and average time, (5) validation of calculation result, and (6) calculation of credit point. From the result of the study, it is known that the credit point for item 1, that is "compiling a plan for assessing the education management quality " get a credit score of 2.210, while for item 2, which is "designing parameters for measuring the education management quality" gets credit score of 2.605.

Keywords: Workload Analysis, Credit Point, Functional Position

Introduction

According to Pasal 1 UU. No. 5 Tahun 2014 concerning the State Civil Apparatus (ASN) what is meant by functional Position is a group of positions that contain functions and tasks related to functional services based on specific expertise and skill. The type of available Position as stipulated in Article 18 of the Law consists of the expertise available position and functional skill Position (Undang-Undang Nomor 5 Tahun 2014). The expertise functional position level consists of primary expert, intermediate expert, young expert, and first expert. While the skill functional position level consists of a supervisor, proficient, skilled, and a beginner (Scott, 2001) .

According to Pasal 70 PP. No. 11 Tahun 2017 concerning Civil Servant Management, functional Position is determined by criteria: (1) its functions and duties are related to the function implementation and Government Agency tasks, (2) requires certain expertise or skill as evidenced by certification and/or certain judgment, (3) can be arranged in a position level according to difficulty and competence level, (4) implementation of tasks that are independent in carrying out their professional duties, and (5) their activities can be measured by unit score or accumulated score of activity items in the form of credit point.

If referring to the provisions as regulated by Ministry of Administrative and Bureaucratic Reform (MENPAN), it is stated that the establishment of functional Position in a government agency must meet criteria for independent activity items with a minimum of 1,250 hours of total working hours in 1 (one) year, which is then converted into credit point unit (Lembaga Layanan Pendidikan Tinggi wilayah IV, 2021). Determination of the amount of credit point for each task force and job function must consider the amount of workload that can be conducted independently by each functional position holder so that a minimum period of 2 years can be proposed for promotion to a higher level (PP. No. 9 Tahun 2014).

Correspondingly, Pasal 5 PP. No. 16 Tahun 1994 concerning Civil Servant Functional Position mandates that the position provision and credit point for functional Position conducted by Minister who is responsible for the utilisation of state apparatus by paying attention to the proposal from relevant government agency after first obtaining technical consideration in writing from the Head of National Civil Service Agency (BKN).

The most basic question is how to calculate the amount of credit point that correlates significantly with each independent functional position job (Lestari et al., 2016). At the same time, the formal

instrument, which is a reference for every government agency is proposing the establishment of a new functional Position, is not yet clear and binding.

Nowadays, nationally based on data from the Ministry of Administrative and Bureaucratic Reform (MENPAN) in 2018, the number of Civil Servant (PNS) who served as functional office holders totalled 2,540,028 people or around 52.31% of 4,855,772 civil servants, consisting of 1,828,179 teacher functional positions, 295,228 health functional positions, and 416,621 technical, functional positions (Permenpan RB No. 17 Tahun 2013). In contrast, the number of functional Position dates is around 133 positions spread across several Ministries and Government Institutions. According to the above problems, it is necessary to conduct research that aims to calculate the credit point model in the education worker functional position in formal education institutions.

Based on the background, a research problem was formulated: "what is the credit point calculating model using workload analysis approach for the functional position holders of the education management quality assessor at the first level informal education institution".

Literature Review

According to (Grant et al., 2014), job titles help organisations manage their human capital and have far-reaching implications for employees' identities. Because titles do not always reflect the unique value that employees bring to their jobs, some organisations have recently experimented with encouraging employees to create their job titles by analysing their job (Setiaji & Kurniawan, 2011). Functional Position it is stated that what is meant by Civil Servant Functional Position is a position that shows duties, responsibilities, authority and rights of a Civil Servant in an organisational unit which in the execution of their duties are according to certain expertise and/or skill as well as independent (Badan Koordinasi Survei dan Pemetaan Nasional, 2006). One of the requirements that must be fulfilled by functional Position is the activities that can be measured in units of score or accumulated score of activity items in credit point (Lestari et al., 2016).

Meanwhile, Credit Point is the unit of the score of each activity item and/or accumulated score of activity items that functional official must achieve in the context of career development concerned (DIKTI., 2019). According to the results of workload analysis, the calculation of credit point is obtained according to unit score or accumulated score of activity items (Muluk & Amelia, 2019). According to (Hutagalung & Gustomo, 2013), workload analysis is the most important factor for determining HR management policies in the system, especially to determine the number of employee planning that must be met in accordance with organisation needs.

Workload, according to Saad & Shah (2011) refers to the intensity of work assignments. The study result conducted by Utomo et al. (2017) explains that an analysis of employee workload can affect work impact that can produce output optimally, as long as the workload given for each assignment can be balanced with the ability of an employee to complete each assignment volume (Abdullah et al., 2021).

Method

The research method used in this study is the research & development method conducted to find out the credit point calculation model for a new functional Position, so far information about its instruction, procedure, and calculation formulation is not adequately available (Muryani et al., 2013). The case study is conducted in one of the higher education formal education institutions, using respondents and survey locations under the determination of sampling for formulating credit point for new functional official (Kisirkoi & Mse, 2016).

Result and Discussion

The designing of the credit point calculation model for the functional Position of the education management quality assessor at the first level follows the modelling stage as shown in table 1.

The credit point calculation model for proposing a new functional position must go through several phases, starting from the preparation of academic manuscripts, preparation of the activity item matrix, workload calculation to obtain credit point score for each activity item that agreed, validated and

formulated implementation framework which is contained in technical guidelines and other condition that support the governance of functional Position (PP. No. 11 Tahun 2017). One of the most important part in proposing a new functional position of the education management quality assessor or other functional positions is the fulfilment of the requirements for the amount of workload in a year, which is equal to a minimum of 1,250 hours per year (Hartini & Tan, 2018). Furthermore, the workload for each activity item becomes the basis for the credit point score formulation per unit of activity item (Setiawan & Alsasad, 2019).

In the case study of the credit point calculation for the functional Position of the education management quality assessor (Abdullah et al., 2019), it is known that the fulfilment of the requirement for the number of hours is appropriate with the number of hours 1,254 hours per year for one of the respondents in one survey location (Pedoman Organisasi Perangkat Daerah, 2001). Furthermore, it is known that the sample calculation in activity item 1 and activity item 2 get the credit point score of 2,210 and 2,605, respectively (Sappaile, 2007).

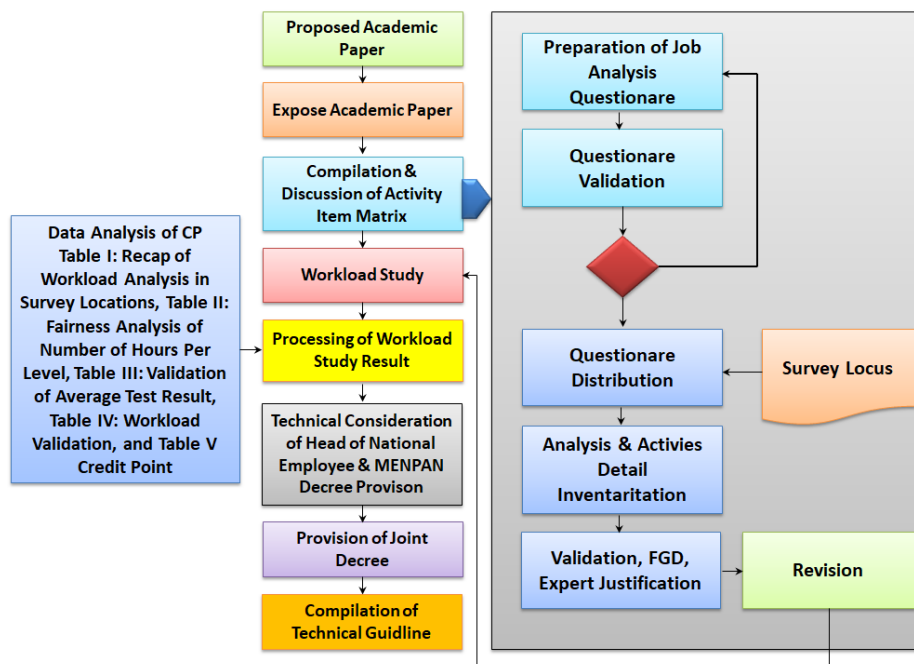


Figure 1. Modelling of Credit Point Calculation for Functional Position

To obtain credit point score that describes the workload level of the functional Position of the education management quality assessor at the first level in accordance with their expertise and qualification, it is determined according to the following stages:

1. Preparation of Activity Item Matrix

The preparation of the activity item matrix refers to the job description conducted by the education management quality assessor at the first level (PerMENPAN-RB, 2019). The item matrix determination process is conducted in stages through phases (a) identification of activity items, (b) validation of activity items with stakeholders, and (c) finalising activity items through a clustered discussion forum. Based on the results of the formulation, the following items are determined as follows:

- develop a plan for assessing the education management quality;
- design parameter for measuring the education management quality;
- compile instruments for assessing the education management quality;
- design method for assessing the education management quality;
- conduct assessment of the education management quality;
- process data on the result of the education management quality assessment;

- g. analyse the results of the education management quality assessment;
- h. manage information system for quality control in education management;
- i. compile recommendations for the follow-up to improve the education management quality;
- j. compile reports on the result of the education management quality assessment.

2. Distribution of Workload Questionnaire and Workload Analysis

To find out whether the education management quality assessment is feasible to be proposed as a functional Position, one of the requirements that must be fulfilled is the number of hours that must be achieved in 1 year to carry out the activity items, which is equal to 1,250 hours per year (LLDIKTI wilayah IV, 2021). The distribution of workload questionnaires was conducted in at least ten survey locations. The following is one of the results of the conducted workload calculation.

Table 1. Example of Calculation of Respondent Workload Analysis 1

No	Activity items	Volume	Achievement time per unit of result (minutes)		Average time (minutes)	Total
			Min	Max		
1	develop a plan for assessing the education management quality	6	180	300	240	1440
2	design parameters for measuring the education management quality	6	300	360	330	1980
3	compile instruments for assessing the education management quality	6	300	360	330	1980
4	design method for assessing the education management quality	6	300	420	360	2160
5	conduct the education management quality assessment	12	2400	3000	2700	32400
6	process data on the result of the education management quality assessment	12	720	960	840	10080
7	analyze the results of the education management quality assessment	12	960	960	960	11520
8	manage information systems for quality control in education management	12	180	300	240	2880
9	compile recommendations for follow-up to improve the education management quality	12	180	300	240	2880
10	compile reports on the results of the education management quality assessment	12	480	840	660	7920
Total (Minutes)						75.240
Total Per Year (Hours)						1.254

The average time is calculated using a formula:

$$\begin{aligned}
 & \text{Minimum Achievement Time (Min) + Maximal Achievement (Max)} \\
 = & \frac{180 + 300}{2} = 240 \text{ minutes}
 \end{aligned}$$

After the average score of achievement time is obtained, multiplied by the volume of activity items, item 1 obtained = $6 \times 240 = 1,440$ minutes. Based on the total summation of activity items, a workload of around 1,254 hours is obtained. Thus the workload calculation through workload analysis in respondent 1 fulfils the minimum requirement of 1,250 hours per year.

3. Recap Tabulation of Calculation Result of All Respondents in Each Survey Location (Table 1 in Format Condition)

After all, respondents have calculated the workload; the next step is to recapitulate the workload calculation results on all activity items for each survey location. The following is an example of a recapitulation tabulation of the respondent's workload calculation result in one of the survey locations.

Survey location 1						
No	Respondents	Activity items 1				
		A	B	C	D	E
1	Respondent 1	6	180	300	240	1440
2	Respondent 2	8	150	275	212,5	1700
3	Respondent 3	7	145	250	197,5	1383
TOTAL		21	475	825	650	4523
DIVISOR		3	3	3	3	3
AVERAGE		7	158	275	217	1508

Survey location 1						
No	Respondents	Activity items 2				
		A	B	C	D	E
1	Respondent 1	6	300	360	330	1980
2	Respondent 2	6	145	250	198	1185
3	Respondent 3	8	150	450	300	2400
TOTAL		20	595	1060	828	5565
DIVISOR		3	3	3	3	3
AVERAGE		7	198	353	276	1855

Anotation: A = Volume
 B = Minimum Achievement Time
 C = Maximum Achievement Time
 D = Average Time
 E = Total (Volume x Average Time)

The next step is to add all the results in column E (Total) to each respondent for all activity items, with the following results:

Survey location 1						
NO	Respondent	Activity items 1		Activity items 2		Total hours per respondent
		total items (minutes)	total items (minutes)	total items (minutes)	total items (minutes)	
1	Respondent 1	1440	24	1980	33	57

2	Respondent 2	1700	28	1185	20	48
3	Respondent 3	1383	23	2400	40	63
Total		4523	75	5565	93	168
Divisor		3	3	3	3	3
Average		1508	25	1855	31	56

The average total hours per respondent in survey location 1 on activity items 1 and 2 is 56 hours per year from the calculation result. Then this result is combined with the average total hours per respondent in all survey locations.

4. Recap Tabulation of Calculation Result of All Survey Locations (Table 2 in Format Conditions)

The recap tabulation of all survey locations for the 2 activity items as sample calculation is as follows.

No	Survey location	Stages	Young	Intermediate	Overall average
		First			
1	Survey Location 1	56	-	-	56
2	Survey Location 2	60	-	-	60
3	Survey Location 3	62	-	-	62
TOTAL		178	-	-	178
AVERAGE		59	-	-	59

5. Workload Calculation Model (Table 3 in Format Condition, in Column A – Volume and D – Average Time)

To determine the average work volume and the average time for all survey locations, all respondents need to be calculated only on volume (column A) and average time (column D) in all survey locations, as shown in the following table.

No	Activity items	Average				Overall average	
		Location 1		Location 2		A	D
		A	D	A	D		
1	Activity Item 1	7	217	8	225	= (7+8)/2 = 7,5	= (217 + 225)/2 = 221
2	Activity Item 2	7	276	9	245	8	260,5

Based on the calculation result, it is known that the overall average for the two survey locations which are used as sample calculation gets a score of 7.5 units for activity 1 and 8 units for activity 2 in the work volume section. While the average time needed to complete each work volume (D) is 221 minutes for item 1 and 260.5 minutes for item 2.

6. Validation of Overall Average Calculation Result (Table 4 in Format Condition)

Before conducting the credit point calculation for each activity item based on the calculation result in all survey locations, validation is conducted first to determine the reasonableness of the values obtained. Validation on each score obtained can change the final calculation result or not change at all. Change is made if there is a far above score above the overall average (outlier).

No	Activity items	Overall average		Validation of expert team	
		A	D	A	D
1	Activity Item 1	7,5	221	7,5	221
2	Activity Item 2	8	260,5	8	260,5

Because the overall calculation result in the above sample does not have far above or below the overall average (outlier), the validation result can be considered the same as the final calculation result.

7. Credit Point Calculation of First Level (Table 5 in Format Condition)

The validation result of the final workload calculation for each subsequent activity is multiplied by each level's weight. For the first level multiplied by the weight of 0.01. The following is the credit point calculation result for activity item 1 and activity item 2.

No	Activity items	Overall activity		Expertise		
		A	D	First 0,01	Young 0,02	Intermediate 0,03
1	Activity Item 1: develop a plan for assessing the education management quality	7,5	221	2,210	-	-
2	Activity Item 2: design parameter for the measurement of education management quality	8	260,5	2,605	-	-

Based on the calculation result, the credit point score for activity item 1 of the available Position of the education management quality assessor at the first level is 2,201. In comparison, the credit point score for activity item 2 of the available Position of the education management quality assessor at the first level is 2,605.

Conclusion

In practice, the formulating process of credit point needs to be adjusted to the amount of credit point that can be achieved by functional Position for the period of proposing promotion. For example, an education management quality assessor with room class III/a can propose a promotion to room class III/b with a credit point set for the first expert level of room class III/b of 100 Cp in 2 (two) years or amounting to 50 Cp every year. While if it is assumed based on the credit point calculation using the above model, the total score for all activities is 70 Cp in a year, then the score needs to be validated by proportionally reducing 70 Cp to the average of 50 Cp in a year. This is conducted so that the collected credit point in a year in time can meet the requirements for proposing promotion in the second year.

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