

Superior College Applied Research Competence of SPI Members in the Context of Improving the Quality of Supervisory Performance at Manado State University



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Abstract

According to Regulation of the Minister of Education and Culture Number 22 of 2017, Internal Supervision within the Ministry of Education and Culture has the task and function of assisting the Head of the Work Unit in carrying out internal supervision by performing the functions of preparing supervision programs, supervising policies and programs, supervising the management of personnel, finances, and state property, monitoring, and coordinating the follow-up of internal supervision activities. Descriptive analysis was used in conjunction with qualitative research methodologies for this study. As a consequence of speaking with 6 (six) SPI Members at Manado State University, we may deduce the following: 1) Skills required to complete SPI Tasks 2) The percentage of members with expertise in law, finance, and technology 3) To increase the competency of SPI members, ongoing training is required. 4) Do leadership skills effectively assist performance achievement? 5) Recognizing and praising each 6) Should there be selection during the recruitment of SPI members? If so, what kind of selection stages should be used?

Keywords: Internal Supervision, SPI, Objectives.

1. Introduction

Internal Supervision within the Ministry of Education and Culture as stipulated in the Regulation of the Minister of Education and Culture Number 22 of 2017 has the task and function of assisting the Head of the Work Unit in carrying out internal supervision, by carrying out the functions of preparing supervision programs, supervising policies and programs, supervising the management of personnel, finances and state property, monitoring and coordinating the follow-up of the results of internal examinations and external, assistance and review of work plans and budgets as well as a review of financial statements, provision of advice and recommendations, preparation of reports on the results of supervision and implementation of evaluation of supervisory results. Internal supervision aims to control activities, secure assets, and assets, the implementation of good financial statements, increase effectiveness, efficiency, and economy (3E), and early detect deviations and non-compliance with the provisions of laws and regulations. In order to strengthen governance



and accountability, the implementation of tasks and functions within the Ministry of Education and Culture needs to be systematically supervised to be controlled, efficient, effective, and economical (3E), in accordance with laws and regulations. In order for the implementation of the duties and functions of the SPI to run effectively, efficiently and accountably in accordance with the expected goals, it is considered necessary to recruit internal supervision unit personnel with competencies that are in accordance with the needs of the

Personnel who have competencies according to the field of supervision, namely the fields of finance, human resources and state property are very supportive so that they can supervise the purpose of supervision as well as the appropriate competency model for each field of supervision that is the object of supervision by the SPI (Internal Supervision Unit) is still a topic of discussion because in carrying out a supervision, various platforms are needed that have different competencies and compositions that are expected to be able to each other complementing the achievement of a supervisory goal, the author intends to conduct research on "Competence of Spi Members in order to Improve the Quality of Supervisory Performance at Manado State University."

This research has several objectives, namely to find out how many competent SPI members are needed to improve the quality of supervisory performance at Manado state university.

It is hoped that the results of this study will be useful in expanding the author's knowledge and insight into the number and competence of SPI members needed to improve the quality of supervisory performance at Manado state university. In addition, it is hoped that it can assist Manado State University in determining the number and competence of SPI members needed to improve the quality of supervisory performance.

2. Literature Review

2.1 Duties of SPI

The duties of SPI were formed to assist the leadership of work units in conducting internal supervision of the implementation of the duties and functions of each work unit within the Ministry of Education and Culture. Internal supervision carried out by SPI is to assist leaders in supervising programs and activities through review, evaluation, monitoring, and other supervision, in order to 1. Service assurance. The results of SPI supervision must be able to provide benefits to working units so that they can be used as evaluation material for work units to improve service quality. 2. Early warning. SPI from an early age must be able to provide early warning about potential failures of work units in carrying out tasks and functions, which is carried out by reviewing the design of work programs and work unit activities and controlling the implementation of work programs and work unit activities to be in accordance with organizational goals.

The function of SPI In carrying out its duties, as referred to in Letter A, SPI carries out the functions of 1. preparation of supervision programs; 2. supervision of policies and programs; 3. supervision of personnel, finance, and State Property (BMN) management; 4. monitoring and coordinating the follow-up of internal and external examination results; 5. assistance and review of Work Plans and Budgets of Ministries and Institutions, as well as a review of Financial Statements; 6. providing advice and recommendations; 7. preparation of reports on the results of supervision; and 8. implementation of evaluation of the results of supervision. Description: 1. The function of SPI in terms of compiling supervisory programs. The preparation of the SPI Work Program is made by involving all elements (stakeholders), taking into account risk management, and is ratified by the head of the work unit.

The function of SPI in terms of policy and program supervision. Policy and program supervision activities are supervisory activities to ensure that programs and activities have been implemented according to plan appropriately, correctly, consistently, and supported by adequate resources. Supervision of policy and program aspects includes planning, implementing, evaluating, and reporting programs and work unit activities. 3. The function of SPI in terms of supervision of staffing, financial and State-Owned Goods (BMN) management. The implementation of supervision of personnel, finance, and State Property (BMN) management is carried out based on a Letter of Duty issued by the head of the work unit containing information to the relevant unit regarding what is the target of SPI activities.

The function of SPI in terms of compiling a supervisory program and the preparation of the SPI Work Program is made by involving all elements (stakeholders), taking into account risk management, and is ratified by the head of the work unit.

The function of SPI in terms of policy and program supervision. Policy and program supervision activities are supervisory activities to ensure that programs and activities have been implemented according to plan appropriately, correctly, consistently, and supported by adequate resources. Supervision of policy and program aspects includes planning, implementing, evaluating, and reporting programs and work unit activities.

The function of SPI is in terms of supervision of personnel, finance, and State Property (BMN) management. The implementation of supervision of personnel, finance, and State Property (BMN) management is carried out based on a Letter of Duty issued by the head of the work unit containing information to the relevant unit regarding what is the target of SPI activities.

2.2 Internal Supervision

Internal Supervision is the entire process of review, evaluation, monitoring, and other supervisory activities on the implementation of organizational tasks and functions aimed at controlling activities, securing assets and assets, implementing good financial statements, increasing effectiveness and efficiency, and early detection of deviations and non-compliance with the provisions of laws and regulations. The Internal Supervision Unit, hereinafter abbreviated as SPI, is a supervisory unit formed to assist in the implementation of supervision of the implementation of the duties and functions of work units within the Ministry.

2.3 Competence

According to Wibowo states that competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job [1].

Based on No.14 of 2005 concerning teachers and lecturers, competence is a set of skills, skills, and behaviors that must be possessed, lived, and mastered by teachers or lecturers in carrying out professional duties.

Dictionary Indonesian competence means authority (power) to determine (decide something), ling the ability to master the grammatical of a language abstractly or inwardly. Competence-based on Law No. 13/2003 on Manpower: Article 1 (10), "Competence is the workability of each individual which includes aspects of knowledge, skills and work attitudes in accordance with established standards" [2].

Competence contains the definition of ownership of knowledge, skills, and abilities demanded by certain positions (www.wawan-junianto.blogspot.com). From some of the opinions above, it can be concluded that competence is a number of abilities that a person must have, especially employees, to reach the level of professional employees.

Spencer's Competency Characteristics explain that there are five types of competency characteristics, namely as follows:

1. A motive is something that the person who causes the action consistently thinks or desires.
2. Traits are physical characteristics and consistent responses to a situation or information.
3. Self-concept is a person's attitude, values, or self-image.
4. Knowledge is the information that a person has in a specific field.
5. Skill is the ability to perform a specific physical or mental task.

Meanwhile, Wibowo explained that there are several types of competencies that can be explained as follows [3]:

1. Planning competency, associated with certain actions such as setting goals, assessing risks, and developing sequences of actions to achieve goals.
2. Influence competency, associated with actions such as having an impact on others, forcing others to perform certain actions or making certain decisions, and inspiring to work towards organizational goals.

3. Communication competency, in the form of the ability to speak, and listen to others, and written and nonverbal communication.
4. Interpersonal competency, including, empathy, consensus building, networking, persuasion, negotiation, diplomacy, conflict management, respect for others, and being a team player.
5. Thinking competency, with regard to, strategic thinking, analytical thinking, committed to action, requires cognitive abilities, identifies links, and awakens creative ideas.
6. Organizational competency, including the ability to plan work, organize resources to get work done, measure capabilities, and take calculated risks.
7. Human resources management competency, is the ability in the field, team building, encourage participation, develop talent, strive for performance feedback, and appreciate diversity.
8. Leadership competency, is a competency that includes skills in positioning oneself, organizational development, managing transitions, strategic orientation, building vision, planning for the future, mastering change, and covering workplace health.
9. Client service competency, is a competency in the form of identifying and analyzing customers, service and delivery orientation, working with customers, follow-up with customers, building partnerships, and committing to quality.
10. Business competency, is a competency that includes: financial management, business decision-making skills, working in systems, using business acumen, making business decisions, and generating income.
11. Self-management competency, competence is related to being self-motivated, acting confidently, managing one's own learning, demonstrating flexibility, and taking initiative.
12. Technical/operational competency, competence related to doing office tasks, working with computer technology, using other equipment, demonstrating technical and professional skills, and familiarizing working with data and numbers.

Spencer Competency Level competency levels can be grouped into three levels, namely:

1. Behavior tools, namely:
 - Knowledge is the information used by people in a certain field, for example distinguishing between senior and junior accountants.
 - Skill is the ability of people to do things well. For example, interviewing effectively, and accepting applicants who have good product showcase skills.
2. Image attribute consists of
 - Social role is a pattern of behavior of people that is reinforced by a social group or organization. For example, being a leader or a follower.
 - Self-image is a person's view of himself, his identity, personality, and self-esteem. For example, seeing himself as a different developer or manager on the "fast track".
3. Personal characteristics, namely:
 - Traits are aspects of typical behavior. For example, being a good listener.
 - Motive is what drives a person's behavior in a particular area (achievement, affiliation, power). For example, wanting to influence the behavior of others for the good of the organization.

Strata Competence Wibowosays Competencies can be sorted according to their strata, competencies can be divided into

1. Core competencies are core competencies that are linked to organizational strategy so they must be owned by all employees in the organization.
2. Managerial competencies are competencies that reflect managerial activities and performance required in a particular role.
3. Functional competencies are competencies that describe the abilities of a particular role that are required and are usually associated with professional or technical skills.

Factors Affecting Competence Michael Zwell (in Wibowo, 2007: 126) revealed that there are several factors that can affect a person's competence skills, namely as follows [4]:

1. Beliefs and values People's beliefs about themselves as well as towards others will greatly influence behavior. The trust of many workers that management is an enemy prevents them from carrying out the initiatives that should be carried out.
2. Skills and Skills play a role in most competencies. Public speaking is a skill that can be learned, practiced, and improved.
3. Experience The expertise of many competencies requires experience organizing people, communicating in front of groups, solving problems, and so on.
4. Personality characteristics Personality can influence the skills of managers and workers in a number of competencies, including in conflict resolution, showing interpersonal concern, the ability to work in a team, exert influence and build relationships.
5. Motivation Motivation is a factor in competence that can change. Providing encouragement, appreciation of subordinate workers, providing recognition, and individual attention from superiors can have an influence on the motivation of a subordinate person.
6. Emotional issues Emotional barriers can limit mastery of competencies. Fear of making mistakes, being embarrassed, feeling unwelcome, or not being a part, it all tends to limit motivation and initiative.
7. Intellectual ability Competence depends on cognitive thinking such as conceptual thinking and analytical thinking. It is impossible to improve through every intervention that an organization realizes.
8. Organizational culture affects the competence of human resources in activities such as recruitment and selection of employees, and decision-making practices.

Overcoming Competency Barriers Michael Zwell (in Wibowo, 2007: 131) mentioned that there are factors that can be used to improve competence, namely as follows:

1. Experiencing Competency Deficiency (Admitting incompetence) It often happens that people make up for their shortcomings so that they are not known to others. The culture of trying to always perform well contains the danger of not realizing the shortcomings of incompetence. For this reason, it is good for people to frankly admit the shortcomings in their competence so that efforts can be made to improve them.
2. Raising Expectations The work of managers and coaches includes helping people expand their vision for work so they can tap into their talents, abilities, and potential. Coaches need to continuously improve workers for their vision, encourage them to work hard to achieve vision with current behaviors, and help them develop goals and action steps to overcome gaps.
3. Identifying barriers If there are barriers to performance and achievement, it is important to identify the nature of those barriers so that they can be effectively overcome. Most barriers can be categorized as knowledge, skills, processes, and emotions.
4. Include a support mechanism The support mechanisms that organizations and workers can use to help ensure a job performance plan are: a. Record the progress of the objectives and the implementation of the action steps b. Communicate progress to others c. Using awards

2.4 Definition of Performance

Performance in an organization is the key to the success or failure of the organizational goals that have been set. According to Wibowo [5], performance comes from the notion of performance, there are some who state that performance is the result of work but the real meaning is broader, which includes the work process, not just the results of work. According to Koopmans, et al. [6], individual performance is a behavior or action relevant to the goals of the organization. Bernardin and Russel define performance as recording the results obtained from certain job functions or activities over a certain period of time.

Employee performance is a work result that a person can achieve in carrying out the tasks charged to him based on skills, experience, sincerity and time. Work performance is a combination of two factors, namely: the ability and interest of a worker, the ability and acceptance of the explanation of task delegation, as well as the role and level of motivation of a worker, the higher the three factors above, the higher the success rate of the worker.

Performance (work performance) is the result of work in quality and quantity achieved by 12 employees in carrying out their duties in accordance with the responsibilities assigned to them.

Based on the explanation above, performance can be concluded as a work achievement and work results that have been achieved by a person in carrying out the tasks charged to him. In the context of performance, education contains the meaning of work results, abilities or achievements, encouragement to carry out a job such as planning learning, carrying out a quality learning process, and assessing and evaluating learning outcomes.

Performance Aspects As for performance aspects in research related to the development of measurements to measure Individual Performance concluded that individual performance can be measured through 3 (three) measurement dimensions:

1. Task Performance The capability/ ability of an individual to perform the main/core work of the substantive or technical tasks that have been assigned to him, such as the ability to plan and manage performance, orientation to results, determination of work priority and ability to utilize time and effort in work".
2. Contextual Performance, defined "Positive behaviors that can support the work climate in an organizational environment, such as the power of commitment and responsibility to work, collaboration and teamwork skills, communication skills, creativity and work initiative, work methods, and training new employees.
3. Counterproductive Work Behavior is defined as behavior that is negative and contra-productive to the work climate. Since these behaviors tend to be negative, they tend to conflict with the work culture and can hinder productivity. Such as off-task behavior, complaining, perfunctory work, indifference to the quality and quantity of work results, and a penchant for conflict culture.

Bernardin and Russel put forward several aspects of employee performance measurement as follows:

1. Quality, Is the result of hard work from employees in accordance with the goals set by the company before. This is a level that indicates the process of work or the results achieved on a job are close to or away from perfection.
2. Quantity, Is the result of hard work from employees who can achieve the maximum scale that has been set by the company, with the results that have been set by the company, the performance of the employees is good. Timeliness is the ability of employees to work based on working time standards that have been set by the company, by working in accordance with predetermined time standards, the performance of the employee is good.
3. Cost-effectiveness, Is the efficient and effective use of resources from employees so that it can affect the cost savings incurred by the company and generate maximum profit.
4. Need for Supervision, the ability of employees to work well without any supervision from the company. Even without intensive supervision from the management, employees can work well so that their performance of employees will increase.
5. Interpersonal impact, namely employees who have a high sense of self-esteem towards their work so that employees strive to achieve the best results in doing the work.

Based on the aspects that have been reviewed above, this study takes the performance aspects that have been described to be a reference in the future. Performance Factors, there are two determinants of performance, namely:

1. Internal factors, such as work quality, knowledge, job satisfaction, work motives, work initiative, and appearance.

2. External factors, such as organizational attitudes, and work facilities.

Based on the above, it can be concluded that the factors that can affect a person's performance are the quality of work knowledge, job satisfaction, work motives, work initiatives, appearance, organizational attitudes, and work facilities.

2.5 Job Satisfaction

Definition of Job Satisfaction is a person's attitude towards their work, job satisfaction is an attitude variable that reflects how people feel about the work as a whole and various aspects of it. Job satisfaction is the result of employees' perceptions of how well the job provides things that are seen as important.

Job satisfaction is a general attitude and level of positive feelings a person has towards his work. Furthermore, define job satisfaction as a positive attitude or negative attitude that a person has toward his work. Meanwhile, argues that job satisfaction is closely related to the attitude of employees towards their own work, work situations, and cooperation between leaders and fellow employees. Job satisfaction felt by employees is generally reflected in the positive attitude of employees towards work and everything that is faced or assigned to them in the work environment.

Based on the explanation above regarding job satisfaction, it can be concluded that job satisfaction is the behavior and attitude given by employees as a form of response to the rights and obligations given by the company where the employee works. The company certainly hopes to get a positive response from its employees so that it can increase motivation at work.

Aspects of Job Satisfaction Spector says there are nine aspects of job satisfaction, namely:

1. Salary is a repayment of services or a certain amount of wages that employees receive in the form of money periodically based on the standards that have been determined by the company. Employees view salary as a reflection of how management views the contribution that has been made to the company.
2. Promotion is a factor related to the opportunity to obtain a career. This promotion must be done fairly so that every employee who does a good job has an equal chance of getting a promotion. In the context of the promotion teacher in question are various stylists to various coaches. For example, a teacher who will be promoted to the rank, for example, from the rank of young stylist, room class III / a to young arranger level I, room group III / b.
3. Consistent Leadership Supervision related to job satisfaction is a consideration. Functional relationships reflect the extent to which superiors help employees to satisfy job values that are important to their employees. Employees like superiors who are supportive, attentive, warm, and friendly, give praise for the good performance of subordinates, and focus attention on employees.
4. Additional Allowance is the extent to which the company can provide compensation beyond the basic salary to its employees which aims to motivate or maintain the performance of the employees so that the resulting product is always maximized. Additional benefits will be provided to employees in a fair and comparable manner.
5. Awards Every employee wants the hard work and dedication that has been done to the betterment of the company to be properly appreciated. It doesn't always have to be in the form of money the company must also reward employees who have worked well.
6. Work Procedures and Regulations Matters related to workplace procedures and regulations such as bureaucracy and workload are related to job satisfaction. In general, an organization has set some rules and procedures for working but sometimes the implementation of rules and procedures that are too strict can cause dissatisfaction and demotivation for its employees.
7. Co-workers Colleagues who provide support to other colleagues and a comfortable work atmosphere will provide job satisfaction.

8. The job itself Job satisfaction with things related to the work itself, such as the opportunity to express creativity and variety of tasks, the opportunity to busy yourself, and the increase in knowledge and responsibility.
9. Communication.

Job satisfaction is related to communication that takes place in the workplace with communication that takes place smoothly within the company and everything that happens within the company. There are five aspects of job satisfaction, namely:

1. The work itself About how the employee gives a view of the aspects that exist in his work and the extent to which the work can provide interesting tasks, opportunities to learn and to accept responsibility. For example, employees who are given the opportunity to increase their abilities or develop themselves in the company will feel more satisfied with their work and will have a positive attitude toward their work.
2. Provision of salaries and wages Satisfaction felt by employees towards the provision of salaries and wages received from the company. The employee wants to get a salary and wages that match his expectations. For example, an employee is given an additional bonus by the company after the employee has successfully completed a job that makes him have to overtime.
3. Supervisor (supervision) The satisfaction obtained by employees from the supervision or supervision at their job and how supervisors can provide technical assistance, behavioral support, and always provide 20 positive and negative comments to employees to help employees become better. For example, when the employee encounters a problem at his job, the employee has a boss who can help him to complete the work.
4. Co-workers To what extent a co-worker is technically savvy, has colleagues with the same kind attitudes and values as the employee always provides social support, and is cooperative and friendly. Colleagues here are fellow employees or supervisors. For example, when an employee is having difficulties with their work, their co-workers can help provide support.

3. Research Methods

This research was conducted using qualitative research methods with descriptive analysis. Descriptive research is a study with the formulation of problems related to the question of the existence of independent variables, either only on one or more variables (stand-alone variables).

A feature of descriptive research is that the data collected is in the form of words, pictures, and not numbers. Everything collected is likely to be the key to what has been researched. The data may come from interview manuscripts, field notes, photographs, videotapes, personal documentation, notes or memos, and other official documents.

Qualitative research is a research method based on the philosophy of positivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is a key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization [1].

The research was conducted at Manado State University located on Jalan Kampus UNIMA Tondano Minahasa North Sulawesi.

3.1 SPI (Internal Supervision Unit) Manado State University

UNIMA is located in Tonsaru Hill, Tataaran Maesa Village, South Tondano District, Minahasa Regency, North Sulawesi Province, Indonesia. Unima was founded on September 22, 1955. Unima was originally established as the Teacher Education College (PTPG) – one of the four universities established first in Indonesia, namely PTPG Batusangkar (North Sumatra), PTPG Malang (East Java), PTPG Bandung (West Java), PTPG Tondano (North Sulawesi), based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 2450 / KB / 1955 dated September 22, 1955 [6].

On September 13, 2000, IKIP Manado was converted into Manado State University based on the Decree of the President of the Republic of Indonesia Number 127 of 2000 and inaugurated by the Minister of National Education of the Republic of Indonesia Yahya Muhaimin on October 14, 2000. Based on the Presidential Decree of the Republic of Indonesia Number 127 of 2000, Manado State University (Unima) has a dual function, namely in addition to producing experts and professionals in the field of education, it also produces experts and professionals in non-educational fields.

Based on the Regulation of the Minister of National Education Number 22 of 2017 concerning the Internal Supervision Unit, it is stated that SPI is a supervisory unit formed to assist in the implementation of supervision of the implementation of the duties and functions of work units within the Ministry of Education and Culture.

The Internal Supervision Unit established at UNIMA has the task of carrying out internal supervision within UNIMA, so that from an early age it can anticipate weaknesses, shortcomings, and obstacles and minimize the occurrence of deviations in the implementation of program activities and budgets, with the ultimate goal of UNIMA to produce program accountability that is free from deviations and obstacles, so as to create an authoritative institution.

The Internal Supervisory Unit (SPI) began to be formed and appointed in accordance with the Rector's Decree. Since Unima Rector Prof. Julyeta P.A. Runtuwene was elected in 2016, elected and appointed Chairman, Secretary, and Member of SPI in October 2016 with strict selection. The SPI team was appointed with 11 members including the Chairman and Secretary. This team appointed and appointed the Chairman of SPI, Drs. M.M. Mintjelungan, MAP, together with SPI members to directly carry out supervisory duties according to the rector's direction to date.

Changing to the next leadership period to the Rector Prof. Dr. Deitje A Katuuk, M.Pd, the role of SPI is increasingly central in overseeing the management and implementation of activities at Manado State University. Until now, the SPI team has switched management with the Chairman of SPI changed to Prof. Dr. Herry Sumual, M.Si with team members directly engaged in the task of manning based on the direction of the rector's instructions.

3.2 Tasks and Functions of UNIMA SPI

3.2.1 SPI Duties

SPI was formed to assist the leadership of work units in conducting internal supervision of the implementation of the duties and functions of each work unit within Manado State University.

Internal supervision carried out by SPI is to assist leaders in supervising programs and activities through review, evaluation, monitoring, and other supervision, in order to

- Service guarantees. The results of SPI supervision must be able to provide benefits to working units so that they can be used as evaluation material for work units to improve service quality.
- Early warning. SPI from an early age must be able to provide early warning about potential failures of work units in carrying out tasks and functions, which is carried out by reviewing the design of work programs and work unit activities and controlling the implementation of work programs and work unit activities to be in accordance with organizational goals.

3.2.2 SPI Function

In carrying out its duties, as referred to in Letter A, SPI carries out the functions of

- Preparation of supervision programs;
- Supervision of policies and programs;
- Supervision of personnel, finance, and State Property (BMN) management;
- Monitoring and coordinating the follow-up of internal and external examination results;
- Assistance and review of Work Plans and Budgets of Ministries and Institutions, as well as a review of Financial Statements;
- Providing advice and recommendations;
- Preparation of reports on the results of supervision; and

- implementation of evaluation of supervision results.

3.2.3 Scope of Supervision

1. Staffing Management

The scope of supervision of personnel management, includes:

- Preparation of formation/procurement of employees;
- Appointment, placement, and transfer/transfer of employees;
- Employee development (Bureaucratic Reform/RBI);
- Employee welfare (payment of performance benefits);
- Employee coaching and discipline including attendance applications, e-SKP, and e-LHKPN; and
- Retirement and dismissal of employees.

2. Financial Management

The scope of financial management, including financial management, includes planning and budgeting, budget/treasury implementation, accounting, examination, and financial accountability.

3. Management of State Property (BMN)

The scope of BMN management includes needs planning and budgeting, procurement, use, utilization, security and maintenance, assessment, transfer, destruction, elimination, and administration.

The implementation of supervision of personnel, finance and State Property (BMN) management is carried out based on a Letter of Duty issued by the head of the work unit containing information to the relevant unit regarding what is the target of SPI activities. The implementation of these activities is carried out by means of Research Documents Research documents are intended to identify various weaknesses that will then become findings, draw conclusions, and formulate suggestions for improvement as a basis for preparing reports.

Document research is carried out by: 1) Comparing the conditions (what actually happened) with the criteria (what should have happened). 2) Researching the validity of (formal) documents and substantive correctness. 3) Set the conclusion based on the above test results.

3.3 Activity Report

Reporting of the supervisory results of the SPI Team is the output of supervisory activities and can be defined as a complete examination in terms of coverage, and targets in the supervision aspect. Supervision is the implementation of examination activities in the aspects of substance (duties and functions), staffing, and finance as well as BMN. This supervision is carried out around the clock within a period of one year by making reports, semesters, and years.

SPI surveillance results in reporting is a medium used to communicate the results of supervision, review, monitoring and evaluation, and other supervision. Reporting of SPI supervision results is divided into 2, namely reports on the results of supervision of activities and reports on the results of supervision periodically (per semester and annually).

3.4 List of Regulations

1. 101 of 2018 concerning Amendments to Presidential Regulation Number 14 of 2015 concerning the Ministry of Education and Culture;
2. Regulation of the Inspector General of the Ministry of National Education Number: Kep.275/B/Kp.2009 concerning Technical Guidelines for the Regulation of the Minister of National Education Number 16 of 2009 concerning Internal Supervision Units within the Ministry of National Education

3. Decree of the Inspector General of the Ministry of National Education of the Republic of Indonesia Number: Kep. 752 / B / KP / 2010 concerning the Establishment of an Internal Supervision Unit within the Ministry of Education and Culture.
4. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2017 concerning Internal Supervision Units within the Ministry of Education and Culture
5. Regulation of the Minister of Education and Culture Number 22 of 2017 concerning Internal Supervision Units.
6. Regulation of the Minister of Education and Culture Number 11 of 2018 concerning the Organization and Work Procedures of the Ministry of Education and Culture.
7. Regulation of the Minister of Education and Culture Number 47 of 2018 concerning Details of Work Unit Duties within the Inspectorate General.
8. Inspector General Regulation Number 3205/F.FI/HK/2019 concerning Technical Guidelines for Supervision for Internal Supervision Units within the Ministry of Education and Culture.
9. Rector's Decree Number 191 / UN41 / KP / 2021 concerning the Dismissal and Appointment of Internal Supervision Units at Manado State University.

4. Result & Discussion

4.1 Informant

The informants in this search consisted of 6 informants who had been interviewed, namely:

- Informant 1
Name: Dr. Juliana Sumilat M.Pd
Position: SPI Member for Human Resources
- Informant 2
Name: Dr. Engeli Juliana Lumaing, SH, MH
Position: SPI Member for Human Resources
- Informant 3
Name: Muh. Muhdi A Ataufig, SPd, M.Ars
Position: Member of SPI for State Property
- Informant 4
Name: Drs Denny Maukar M. Eng
Position: Member of SPI for State Property
- Informant 5
Name: Agnes Rooroh SE, M.Si
Position: Member of SPI for Finance
- Informant 6
Name: Yoan B. Runtunuwu SH. Mh
Position: SPI Member for Human Resources

4.2 Question Interview

In this study, the results of the study were described in several parts of the following questions:

- What kind of membership competencies are needed in carrying out the duties of the SPI (Internal Supervision Unit):
Informant 1: Competencies that support the scope of supervision of SPI (BNM, HR, Finance) Accounting for finance, Civil Engineering for State Property, Management for HR management and Law
Informant 2: Competencies that support the scope of Economic supervision for finance, Civil Engineering for State Property, Management for HR and Law
Informant 3: Competencies that support the scope of supervision of Economics for finance, Engineering for State Property, Bachelor of law for HR
Informant 4: Competencies supporting the financial scope of Management and Accounting, Engineering, law and accounting for State Property, Bachelor of law for HR
Informant 5: Competencies that support supervision, Accounting, Management, Civil Engineering, Law
Informant 6 : Competencies that support the scope of supervision of Economics,

Engineering, Law.

- Composition of the number of members who have legal, financial and Technical competencies
Informant 1: Not Enough 12 People over 12 for the financial part to be prioritized
Informant 2: More Is Better an odd number
Informant 3: More than 12 with more technical Executor composition than policy analysis
Informant 4: More than 12 Odd Numbers
Informant 5: More is better an odd number
Informant 6: According to needs.
- Whether it is necessary to conduct continuous training to improve competence:
Informant 1: Not Enough 12 People more than 12 for the financial part to be prioritized
Informant 2: The More The Better
Informant 3: More than 12 with more technical Executor composition than policy analysis
Informant 4: More than 12 People
Informant 5: The more the better
Informant 6: According to needs.
- Whether the award must have a reward and honor payment on each assignment:
Informant 1: yes
Informant 2: yes
Informant 3: yes
Informant 4: yes
Informant 5: yes and each assignment activity should be able to be converted into SKP used in consideration of promotion and fulfillment of lecturer workload
Informant 6: yes
- Whether selection should be carried out when recruiting SPI members and what kind of selection stages should be done in recruiting SPI members
Informant 1: yes
Informant 2: yes
Informant 3: yes, including selection related to track record and integrity
Informant 4: yes
Informant 5: yes, including selection related to track record and integrity
Informant 6: yes
- Do leadership competencies strongly support the achievement of performance
Informant 1: yes
Informant 2: yes
Informant 3: yes
Informant 4: yes
Informant 5: yes the competence of leadership that
Informant 6: yes

The Competency Model required by SPI Members to improve the quality of supervisory performance at Manado state universities.

From the results of interviews with 6 (six) SPI Members of Manado State University, then:

- **Competencies needed in carrying out SPI Tasks**
6 The informant replied that the competence needed in carrying out the duties or assignments of supervision is a competency that must be in accordance with the scope of SPI supervision, namely money the scope of supervision of personnel management, the scope of supervision of financial management, the scope of supervision of the management of state property to support the performance of supervision according to the 6 (Six) Informants are needed SPI members who have competence in the field of Human Resource Management and competence in Law to carry out supervision in the field of personnel management. Competence in the field of accounting and finance is needed in supervising financial management. Competence

in the field of Engineering and legal science is needed in supervising the management of state property

- Composition of the number of members who have legal, financial and Technical competencies
6 The informant replied that the number of SPI members who have the competence needed in carrying out supervisory duties or assignments within the scope of managing personnel, finances and state property must have an odd number and preferably more than 12 people the more the better
- It is necessary to hold continuous training to improve the competence of SPI members
6 The informant replied that the training needed in carrying out duties or supervisory assignments is continuous training in accordance with competencies in accordance with the scope of SPI supervision, namely, The scope of supervision of personnel management, r money the scope of supervision of financial management, r money the scope of supervision of management of state property
- Rewarding and paying honor on each
6 The informant replied that the training needed in carrying out the task or supervisory assignment must be supported by the payment of honor for each implementation of the supervisory task and reward for every completion of the task
- Whether selection should be carried out when recruiting SPI members and what kind of selection stages should be done in recruiting SPI members
3 The informant replied that selection should be carried out in the recruitment of SPI members competency selection and track record selection
- Do leadership competencies strongly support the achievement of performance
All informants answered yes, especially in regulating the division of labor and coordinating and controlling the entire implementation of supervisory assignments in the scope of supervision of SPI, namely, the scope of supervision of personnel management, the scope of supervision of financial management, the scope of supervision of state property management.

5. Conclusion

Based on the results and discussions that the researcher has described regarding the Competence of SPI Members in order to Improve the Quality of Supervisory Performance at Manado State University, the researcher concludes that the competencies needed by SPI UNIMA in carrying out supervisory tasks are competencies in the fields of, Human Resource Management, Finance and state-owned goods with disciplines in Science, Management, Law, Accounting and Engineering. The number of SPI members should be odd and have more than 12 people. Continuous training is necessary in developing competencies. Competency selection and track record are required in the recruitment of SPI members. Awarding Honors and rewards for each assignment and performance of tasks. The competence of the leadership in coordinating and arranging supervisory assignments.

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