

ANALYSIS OF INPUT TEAM COMPOSITION (HOCH MODEL) AT THE FACULTY OF ECONOMICS AND BUSINESS RIAU UNIVERSITY ON THE DIGITAL AGE

Rizky Mardianto ¹, Raden Lestari Garnasih ², Marzolina ³

^{1,2,3} Faculty of Economics and Business Riau University, Pekanbaru, Indonesia

Korespondensi penulis: rizkykeireny@gmail.com

Abstract. *The purpose of this study was to determine the input analysis of Team Composition (HOCH MODEL) Lecturer of the Faculty of Economics and Business, University of Riau. Primary data was collected through a questionnaire as a tool to prove the results of the study, the data analysis technique in this study used SPSS, the sampling technique that has been selected is the Descriptive Analysis method (82 Lecturer of the Faculty of Economics and Business, Riau University).*

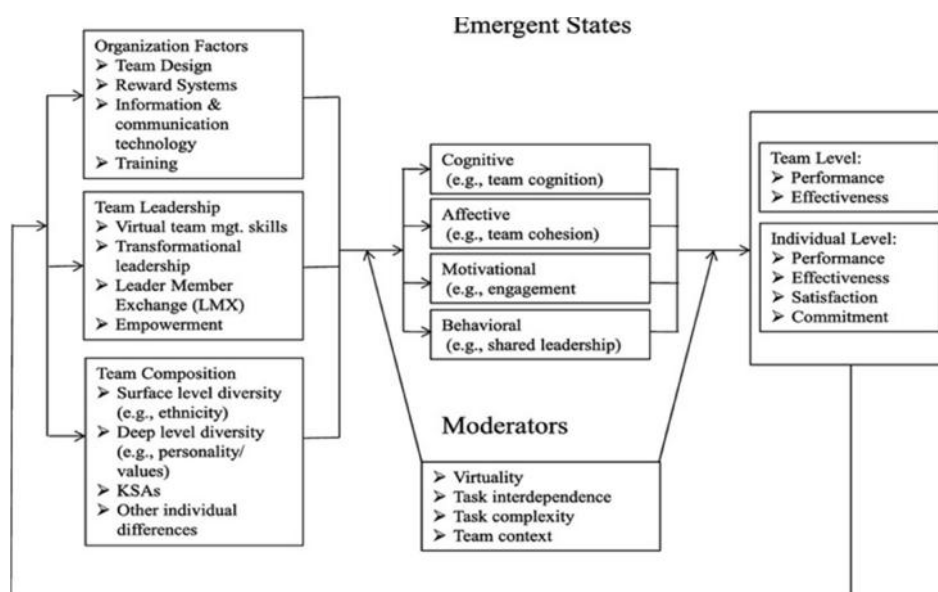
The results show that: 1) Surface Level Diversity at the Faculty of Economics and Business, Riau University is very good with E-learning 2) Deep Level Diversity at the Lecturer at the Faculty of Economics and Business, Riau University agrees that Deep Level Diversity can lead to good things in the Team Composition 3) Knowledge, Skills, Ability at the Lecturer of the Faculty of Economics and Business, University of Riau agrees that Knowledge, Skills, Ability are very important when carrying out Elearning learning 4) Other Individual Differences at the Lecturer of the Faculty of Economics and Business, University of Riau agrees that Other Individual Differences are very important important to do in a team in carrying out E-learning learning

Keywords: *Surface Level Diversity, Deep Level Diversity, Knowledge, Skills, Ability, Other Individual Differences, Team Composition*

INTRODUCTION

The era of the industrial revolution 4.0 that is being the same we feel in the changes that occur significantly and so quickly all the information that occurs in modern times. Therefore, a small group or a large group, especially a bisnis group or company, definitely needs to have tactics and strategies that are able to transform changes quickly. The hope is that the organization or business that has been created will not decline or not be hampered. The following is an adaptation of the IPO (Input-Process-Output) model consisting of three, namely Organization Factors, Team Leadership and Team

Composition (Team Composition)



Source: JH. Dulebohn, JE. HOCH/Human Resource Management Review

The ongoing COVID-19 pandemic around the world, including Indonesia, has made changes in the situation and business conditions have decreased drastically. In the education sector, teaching and learning activities are carried out online. Learning is a form of learning that involves elements of internet technology in learning. Covid-19 is the latest type of virus that has never been discovered before by experts, on January 30, 2020 WHO established this virus as something that must be watched out for to all people who are troubling the world (Zhou, 2020).

In situations and conditions like this, the role in a Team Composition is certainly needed to maintain the performance of dosen and all its creativity because to minimize all obstacles that arise can still be accepted / can be overcome. In this regard, the author sees that at the Faculty of Economics and Business, Riau University, there is a lot of need for a Better Composition Team in an organization in delivering teaching materials and can increase the motivation and creativity of lecturers in e-learning learning so that it can make it more interesting and easy to understand by students

This research only focuses on team composition due to limited time and understanding, therefore this research can be continued and developed by subsequent researchers. Based on the description of the problems that have been presented, the author

is organized to dig deeper into how the readiness and application of Team Composition inputs (Hoch models) at the Faculty of Economics and Business, University of Riau with the title "Analysis of Input Team Composition (HOCH MODEL) at FEB Riau University in the Digital Era".

LITERATURE REVIEW

1. Surface Level Diversity

Differences in characteristics that are very easy to know and perceive, in the form of The same diversity is known to be a combined aspect of the reconciliation of all characteristics such as (gender, race, ethnicity, age, and others). occurs based on stereotypes and assumptions, It is important to realize and understand how what happens in one team and organization, in order to be able to build effective and good communication in the organization (Robbins & Judge, 2015).

The indicators used in surface level diversity are divided into four indicators, namely:

- a) Gender
- b) Race
- c) Ethnic group
- d) Age

2. Deep Level Diversity

Differences seen from values, personalities and work desires are individual aspects that everyone has, so it is necessary to know each other better. occurs based on personality and values within the self because they have known each other (Robbins & Judge, 2015).

The indicators used in Deep level diversity are divided into three indicators, namely:

- a) Separation
- b) Variety
- c) Disparity

3. Knowledge, Skills, Abilities

Knowledge is knowledge or insight possessed by someone who will understand skills, ideas, and commitments.

Skill is an individual's ability to be able to carry out the tasks given

Ability is the ability of an individual to perform tasks in a particular job. All abilities possessed by individual are divided into two, namely intellectual ability and physical ability (Robbins and Judge (2008):

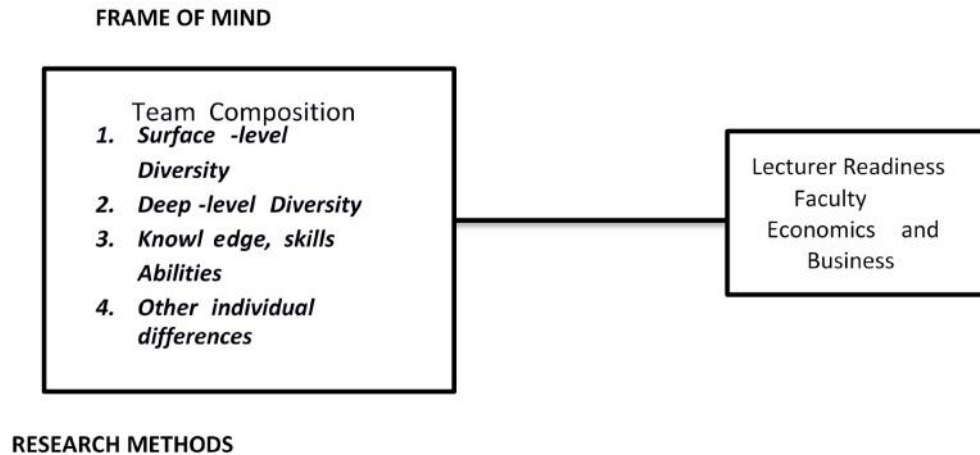
The indicators used in Knowledge, Skills, Ability are divided into three indicators, namely:

- a) Communication skills
- b) self-management skills
- c) cultural serendipity

4. Other Individual Differences

Factors that influence individual differences include:

- a) Heridity is a difference created by the khalik that cannot be changed and cannot be desired.
- b) Environmental / Family Factors are factors that are created based on social conditions and conditions of place or nature that can affect each other
- c) Mixed Factors are factors that influence the differences in each



Research Location

This research was conducted at FEB Riau University. The time of this study starts from April 2021 to January 2022.

Population and Sample

In this study, the population and sample will be the entire DOSEN FEB Riau University 162 people consisting of 155 civil servants and 7 contract employees. To determine the number of samples in this study, 98 lecturers were included in the teaching team at FEB Riau University.

DATA TYPE AND SUMBER

1. Primary Data

Primary data collection is the collection of data obtained directly at the time of conducting research in the field . Data obtained directly from sources collected through interviews with the leadership of the Faculty of Economics and Business directly obtained from the object of study. The data uses questions referred to feb leaders which concern research variables.

2. Secondary Data

Secondary is data that is not provided directly to the data collector, for example through someone else. This secondary data collection technique is used

to sharpen in the discovery and complement the information that has been collected. The data obtained from the finished form such as literature studies through books in the field of human resources (MSDM), previous research journals related to research variables, profi FEB Riau University, organizational structure and main tasks of FEB Riau University, and the number of lecturers.

DATA COLLECTION TECHNIQUES

The data collection techniques used in this study were carried out, including:

1. Researchers gave questionnaires to 98 respondents containing surface level diversity, deep level diversity, knowledge, skills, ability, other individual differences through the google form that has been provided.

Interviews are used as a form of collecting data directly to reduce the information needed and study the problems studied. Data collection techniques by providing several questions to the speakers concerned with the problems to be discussed. In this interview, the researcher directly held an interview with the head of FEB Riau University to obtain the results of the data and information needed by the researcher.

RESULTS OF RESEARCH AND DISCUSSION

Table 1 Surface Level Diversity Results

No.	Question		Scale					Sum	Average	Information
			Sts	Ts	Cs	S	Ss			
1	My age supports participating in <i>e-learning</i>	F	0	4	3	45	30	82	4,23	Excellent
		S	0	8	9	180	150	347		
2	The role of female lecturers can achieve good effectiveness in carrying out <i>e-learning learning</i>	F	0	0	14	49	19	82	4,06	Good
		S	0	0	42	196	95	333		
3	The role of male lecturers can achieve	F	0	1	18	45	18	82	3,9	Good
	good effectiveness in carrying out <i>elearning learning</i>	S	0	2	54	180	90	326		
4	Racial diversity can lead to Team Good compositon in running <i>elearning learning</i>	F	0	3	14	52	13	82	3,9	Good
		S	0	6	42	208	65	321		
Average								4.00	Good	

Source: Processed Data from 2021 Research Results

Based on the following table, it can be concluded from the dimensions of surface level diversity, namely almost all ages of productive lecturers in participating in e-learning learning,

ANALYSIS OF INPUT TEAM COMPOSITION (HOCH MODEL) AT THE FACULTY OF
ECONOMICS AND BUSINESS RIAU UNIVERSITY ON THE DIGITAL AGE

Table 2 Deep Level Diversity Results

No.	Question	Scale					Jumlah	Flat - average	Information	
		Sts	Ts	Cs	S	Ss				
1	I am able to appreciate any differences of opinion within the team members	F	1	1	0	47	33	82	4,3	Very Appreciative
		S	1	2	0	188	165			
2	With the difference from the background can complete the task well	F	0	1	12	55	14	82	4	Appreciate
		S	0	2	36	220	70			
3	Always trying develop patterns think, always be open and always be realistic at work	F	0	0	0	21	61	82	4,7	Very Appreciative
		S	0	0	0	84	305			
Average								4,3	Very appreciative	

Source: Processed Data from 2021 Research Results

Based on the table above, information about the dimensions of deep level diversity at FEB Riau University with organizational task standards, where lecturers have implemented good team composition, this can be seen from the lecturer's efforts to develop an open and realistic mindset in working to achieve good performance according to the goals of the vision and mission.

Table 3 Results of Knowledge, Skills, Ability

No.	Question	Scale					Jumlah	Average	Keterangan	
		Sts	Ts	Cs	S	Ss				
1	I have good communication in <i>elearning</i> learning	F	0	1	12	55	14	82	4	Quality
		S	0	2	36	220	70			
2	I was able to make the decision to complete the task I had	F	0	0	1	56	25	82	4,2	Highly Qualified
		S	0	0	3	224	125			
3	I am able to manage social relationships with others	F	0	0	2	54	26	82	4,2	Highly Qualified
		S	0	0	6	216	130			
4	I was able to manage the emotions of others in an intercultural context in team teaching	F	0	5	23	43	11	82	3,7	Quality
		S	0	10	69	172	55			
Average								4	Quality	

Source: Processed Data from 2021 Research Results

Feb lecturers at Riau University have implemented good communication, communication is one of the most important factors in supporting the success of a team to create good performance in organisasi. Communication is a driving factor for success in improving team compotition in an organization, without good communication the organization will never find a healthy environment at work and achievement of goals inthe Faculty of Economics and Business, University of Riau.

ANALYSIS OF INPUT TEAM COMPOSITION (HOCH MODEL) AT THE FACULTY OF ECONOMICS AND BUSINESS RIAU UNIVERSITY ON THE DIGITAL AGE

No.	Question	Scale					Sum	Average	Information	
		Sts	Ts	Cs	S	Ss				
1	I have language proficiency in delivering learning materials	F	0	0	4	56	22	82	4,2	Quality
		S	0	0	12	224	110	346		
2	I was able to motivate myself	F	0	0	13	55	14	82	4	Quality
		S	0	0	39	220	70	329		
3	I am able to empathize with the Teaching Team	F	0	3	24	42	13	82	4,3	Highly Qualified
		S	0	6	72	210	65	353		
Average								4,1	Quality	

Source: Processed Data from 2021 Research Results

The highest indicator is empathy of 4.3 with the very high-quality category in my statement of being able to empathize with the teaching team. This means that individual differences have a huge influence on success, individual differences are distinguished by two factors, namely hereditary differences and environmental differences.

Discussion

1. Surface Level Diversity Readiness in FEB in the digital age

Based on the results of a descriptive analysis of the dimensions of Surface Level Diversity at the Faculty of Economics and Business, University of Riau in the good category. lecturers at the Faculty of Economics and Business, University of Riau are very good at supporting e-learning learning. These results also show that the age of lecturers at the Faculty of Economics and Business is productive to take part in E-learning. From gender indicators, male and female lecturers at the Faculty of Economics and Business, Riau University are also able to achieve good effectiveness in carrying out e-learning

learning in the digital era. In terms of the diversity of demographic races of lecturers at the Faculty of Economics and Business, University of Riau, it can be concluded that racial diversity can create a good team competition in supporting e-learning learning. The results of this study are also in line with Anggraeni Minarti Lifanni and Roy Setiawan (2018) several investigations analyzed from interviews and theoretical observations at UD Buana Star

2. Readiness for Deep Level Diversity in FEB in the digital era

The results showed that the deep level diversity at the Faculty of Economics and Business lecturers at the University of Riau is in the category of highly appreciative this means that the existing deep level diversity can provide positive things in supporting e-learning learning. The diversity that exists in the dosen Faculty of Economics and Business, University of Riau can appreciate every difference of opinion can be team members, meaning that with the differences will get the best solution in a problem solving so never consider differences to be a barrier to success in a team. Meanwhile, differences in terms of background of lecturers at the Faculty of Economics and Business, Riau University are dominant in completing tasks well. This means that the more diversity that exists in the Faculty of Economics and Business, Riau University will be able to make a good team competition in an organization. The results of this study are in line with David A. Harrison (2019) who proves that managing a diverse working group is one of the big challenges and is very positively influential in an organization.

3. Readiness of Knowledge, Skills, Ability (Knowledge, Skills, Knowledge) in FEB in the digital era

The results of the study showed that the knowledge, skills, abilities in the faculty of Economics and Business, University of Riau are in the quality category, this means that knowledge, skills, abilities are very important when carrying out e-learning learning. Competence is the work ability of each individual which includes aspects of knowledge, skills, and work attitudes in accordance with standardization. The results of this study are also in line with Moorhead and Griifin (2010) stating that being competent is an important aspect for everyone to have as the initial capital to carry out their duties.

4. Readiness of Other Individual Differences (Individual Differences) in FEB in the digital era

The results showed that other individual differences p lecturers at theFaculty of Economics and Business, University of Riau are in the quality category, this means that other individual differences are very important to be carried out in a team to support e-learning learning. Thus, the dimension of language proficiency in delivering learning materials is also very important to be applied in the FEB environment, Riau University with the aim of success in delivering learning materials in the digital era. The ability of each individual in languageis certainly different, language ability is a person's ability to express in the form of meaningful, logical, and systematic expressions of words. Meanwhile, in terms of motivating yourself and respecting fellow members of the teaching team at FEB Lecturers, Riau University is very qualified, in this case, it means that by respecting and motivating between teaching teams, there is awareness and behavior of giving more than the main task, providing a supportive atmosphere and being positif within the scope of work. The results of this study are also in line with Cleoputri Yusainy (2017) Individual Differences are a distinction of characteristics between one individual and another, which will affect their performance in running tugas and will also have a positive effect overall.

CONCLUSION

1. The composition team at the Faculty of Economics and Business, University of Riau already has the readiness to support e-learning learning at this time and in the future. Especially in the aspect of surface level diversity (surface level diversity) is in the good category, meaning that diversity is not an obstacle in supporting e-learning learning at the Faculty of Economics and Business, Riau University.
2. The Surface level diversity aspect is good in the sense that the team is ready to run e-learning at this time and in the future. Especially at the surface level diversity must have different backgrounds in a team composition, this is not an obstacle to the development and progress in a team composition at the Faculty of Economics and Business, University of Riau.

3. The Aspect of Deep Level Diversity (deep level diversity) is very appreciative in the sense of deep level diversity at the Faculty of Economics and Business, University of Riau is ready to support in participating in e-learning learning. Especially the deep level diversity is able to give dan mutual respect to fellow lecturers of the Faculty of Economics and Business, University of Riau
4. Aspects of Knowledge, Skills, Ability are already quality in the sense that in a team composition at the Faculty of Economics and Business, Riau University has developed good communication among lecturers in supporting success in a team composition. Without good communication within an organization, you will never find a healthy environment at work.
5. Other Individual Differences aspects are of high quality in team composition at FEB Riau University in the sense that team composition is ready to support e-learning learning at FEB Riau University at this time and in the future. This means that individual differences have a huge influence on the results in a team composition.
6. Deep level diversity is the most dominant team composition factor in lecturers at the Faculty of Economics and Business, University of Riau, based on the average of the overall dimensions of team composition (deep level diversity) has the highest value from other dimensions.

SUGGESTION

1. In the aspect of Surface Level Diversity (Diversity level of surface) at FEB Riau University, diversity is one of the forms of things that usually occur in every organization, therefore you still have to have a sense of mutual help, have a high sense of tolerance. So that it can cause a good Team Composition in the organization
2. In the aspect of Deep Level Diversity (Deep Level Diversity) at FEB University by having diversity in the organization, there will be a lot of great value to the organization, therefore you still have to appreciate the differences that exist and uphold positive values.
3. In the aspect of Knowledge, Skills, Ability at FEB Riau University It is important that there is a high enthusiasm and motivation to upgrade the self-capability of each lecturer in terms of training and development, the training is one of the efforts

to improve the ability of lecturers in delivering teaching materials through various platforms and technologies supporting online learning

4. In the aspect of Other Individual Differences at FEB Riau University is an individual ability to

DAFTAR REFERENSI

Ackerman, P. L., Beier, M. E., & Bowen, K. R. (2002). What We Really Know About Our Abilities And Our Knowledge. *Personality And Individual Differences*, 33(4), 587-605. Doi : [https://doi.org/10.1016/S0191-8869\(01\)00174-X](https://doi.org/10.1016/S0191-8869(01)00174-X)

Al Yusainy, C. (2017). Feeling Full Or Empty Inside? The Role of Individual Differences In The Structure Of Affective Experience. *Journal of Psychology*, 44(1), 1-17. DOI:

10.22146/jpsi.18377

Argaheni, N. B. (2020). Systematic Review: The Impact of Online Lectures During the Covid-19 Pandemic on Indonesian Students. *Placentum: Scientific Journal of Health And Its Applications*, 8(2), Doi: 99-108. <https://doi.org/10.20961/placentum.v8i2.43008>

Attitudes Important For Present Day Auditors. *International Journal Of Auditing*, 18(3), 193-205. Doi: <http://dx.doi.org/10.1111/ijau.12023>

Femi, B. (2017). Application of Diversity Management in Order to Achieve Competitive Advantage (Study at Pt Petrokimia Gresik) (Doctoral Dissertation, Universitas Brawijaya)

Hadi, I. A. (2017). The Importance of An Introduction to Individual Child Differences In

Effectiveness of Education. *Inspiration: Journal of Islamic Educational Studies and Research*, 1(1), 71-92. <http://ejournal.undaris.ac.id/index.php/inspirasi/article/view/5>

Harrison, D. A., Price, K. H., Gavin, J. H., & Florey, A. T. (2002). Time, Teams, And Task Performance: Changing Effects Of Surface-And Deep-Level Diversity On Group Functioning. *Academy Of Management Journal*, 45(5), 1029-1045. <https://doi.org/10.5465/3069328>

Hendra, N. (2019). The Influence of Knowledge, Skills and Abilities of Human Resources on the Performance of Brick MsMEs in Bukit Tinggi City (Case Study in Mandiangin Koto Selayan District, Bukittinggi City). *Journal of Economics*, 22(1), 43-56. Doi: <https://doi.org/10.47896/je.v22i1.67th>

**The 1st Proceeding of The International Conference on Economics and Business
Vol.1, No.2 Juli-Desember 2022**

e-ISSN: 2963-3370; p-ISSN: 2963-3656, Hal 127-141

Kang, Y., & Ritzhaupt, A. D. (2015). A Job Announcement Analysis Of Educational Technology Professional Positions: Knowledge, Skills, And Abilities. *Journal Of Educational Technology Systems*, 43(3), 231-256. Doi: <https://doi.org/10.1177/0047239515570572>

Lifanni, A. M. (2018). Ud Buana Star Employee Diversity Management Analysis. <http://publication.petra.ac.id/index.php/manajemen-business/article/view/7702>

Mcclough, A. C., & Rogelberg, S. G. (2003). Selection In Teams: An Exploration Of The Teamwork Knowledge, Skills, And Ability Test. *International Journal Of Selection And Assessment*, 11(1), 56-66.

Novitasari, D., & Asbari, M. (2020). Leadership Urgency And Ready Mentality

Changes To Employee Performance In The Covid-19 Pandemic Season. *Journal of Recommendations (Management Economics Research)*, 4(1), 66-80. DOI: <http://dx.doi.org/10.31002/rn.v4i1.2712>

Phillips, K. W., & Loyd, D. L. (2006). When Surface And Deep-Level Diversity Collide: The Effects On Dissenting Group Members. *Organizational Behavior And Human Decision Processes*, 99(2), 143-160. <https://doi.org/10.1016/j.obhdp.2005.12.001>

Pio, F. (2020). Use of Team Assisted Cooperative Learning Model

Individualization (Tai) In Improving Learning Outcomes About CompositionAI Functions And Inve FunctionsIn Students Class Xi Social Sciences-1 Semester 2 Magepanda State High School Academic Year 2019/202. *Journal of Economics, Social & Humanities*, 1(10), 94-106.

Zagoto, M. M., Yarni, N., & Dakhi, O. (2019). Individual Differences From Their Learning Styles As Well As Their Implications In Learning. *Journal of Educational And Teaching Reviews*, 2(2), 259-265.