

Developing Professional Lecturers in Higher Education: Case Study in Private Colleges

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Facing competition with private colleges, many universities have attempted to improve their quality by building professional competencies in their lecturers. Professional and competent lecturers produce reliable and competent student graduates. The purpose of this study was to obtain and find a strategy for the professional development of lecturers. This entailed an investigation of policies and various methods of cultivating professional competencies of lecturers of the tri dharma in higher education. This case study research was conducted at private colleges. The results of the research indicate that the planning of professional development programs is in accordance with a college's strategic plan and applicable government policies. Further study at a higher level in the country or abroad, participating in activities and conducting research, and community service can add to a lecturer's pedagogical, professional, and personal and social skills and abilities. Lecturers should collaborate with other agencies individually and in organizations to promote innovation and creativity and organically develop competencies that advance their institutions.

Key words: *Development, lecturer, professional, competencies, private colleges.*

Introduction

There is a government regulation stating that teaching staff in higher education, commonly called lecturers with a minimum S2 qualification. As mentioned in the Teacher and Lecturer Law No. 14 of 2005 in article 46 paragraph 2, lecturers must have the following prerequisite

academic qualifications: (a). Graduate master program, for diploma or undergraduate programs, and (b). Graduate doctoral program, for postgraduate programs. For this reason, many private universities require lecturers to continue their education in their existing departments, either independently or through scholarship programs.

The profile of 2016 lecturers with public and private university qualifications shows that as many as 22.99% of lecturers still do not meet the minimum educational qualifications outlined above (S1/D4). From a sample of 230,633 lecturers, only 58.33% were found to have S2 qualifications and only 11.36% were found to have S3 qualifications. This data shows that there are still many lecturers who need to continue their education into master or doctoral programs. Supporting efforts need to be made by the government to improve human resources by promoting various scholarship programs and schemes (Gufon, 2016).

Efforts to increase lecturer resources in private universities have not been easy because this process has many obstacles. There are limited opportunities for lecturers to actively participate in professional development programs. What's more, they have limited financial support and a crippling workload (Syaodih, 2011). However, lecturer competency can effectively improve the quality of student learning, which leads to high student academic achievement (Muzenda, 2013).

Based on the description above, the researcher is interested in investigating the professional development of lecturers in private colleges (Universitas Pesantren Tinggi Darul Ulum dan STKIP PGRI Jombang), including: how and what development activities and policies have been implemented by institutions/organizations to support the professional development of their lecturers.

The purpose of this paper research is to obtain and find a strategy for developing the professional competencies of lecturers in these universities.

Literature Review

Lecturer Human Resource Development

Development is progress to the betterment of all individuals; it means fulfilling the physical and mental potential that we all have (Wilson, 1999). Harrish & Desimone (1992) define HR development as a set of systematic and planned activities designed to equip employees with the necessary skills to meet the demands of work, both now and in the future.

While McLegan and Suhaldonik said: "HRD is the integrated use of training and development, career development, and organization development to improve individual and organizational effectiveness" (HR development is the integrated use of training and development, career

development, and development organization, to improve the effectiveness of individuals and organizations) (Wilson, 1999).

Mantja (2010) describes the activities that can be done to improve the quality of HR staff development, which are, among others: (1) guidance in assignments; (2) training, also commonly called education and training; (3) courses; (4) formal education or advanced study; (5) promotion; (6) position training; (7) position rotation; (8) conference; (9) upgrading; (10) workshops; (11) seminars; and (12) professional coaching of teachers (teaching supervision).

According to Bafadal (2004), the quality of our education today is in a declining condition and has not met expectations. So, we need to improve the quality of education. There have been various efforts to improve the quality of education, but regardless of what has been done to improve the quality of education, this improvement is not possible without the performance of the teachers/lecturers. Teachers/Lecturers are virtually human resources that determine the success of education programs.

Based on the opinions above, it can be concluded that HR Development is a planned and sustainable initiative that is carried out by an organization to improve employee competency and organizational performance through training, education, and development programs.

Professional Lecturer Competence in Higher Education

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Furthermore, lecturers must have academic qualifications, competencies, educator certification, be physically and mentally healthy, and fulfill other qualifications required by the higher education unit. They must have the ability to realize national education goals.

Lecturer competency in the tri dharma of higher education focuses on one's ability to educate, research, and provide community service. Of course, in carrying out their duties, the lecturer must have academic knowledge, skills, and behaviours that must be possessed, internalized, and mastered.

Competence is a skill that is expressed in effective behaviour in critical professional situations. This competency consists of a combination of two or more of the following components: knowledge, skills, attitudes, and personal characteristics. The five core competencies of the competency profile for beginner lecturers at the university of applied sciences are: 1) flexibility in educating; 2) social flexibility; 3) developing teaching; 4) cooperation; and 5) being aware of college (VU-Amsterdam).

Professionalism can be demonstrated through behaviour that reflects a higher education level of performance, a strong work ethic, a commitment to self-assessment, an enthusiasm for continued education, and an understanding of one's mission, vision, and long-term goals. Such behaviours include: first, actively participate in professional development opportunities to continue to improve research-based skills and knowledge; and second, demonstrate mastery of core competencies, including subject expertise, effective and innovative teaching strategies, program development processes, and integration of new and developing technologies (Faculty University of Missouri - Columbia).

From the explanation above, it can be concluded that the competence of professional lecturers in carrying out their duties includes: 1) competence in teaching/learning ability; 2) professional competence in science; 3) social competency (cooperation); and 4) personality competency (behaviour). The results of research Muzenda (2013) show that lecturer competencies include: knowledge, teaching skills, presence, and attitude. These all have a significant favourable influence on student academic results.

Research Methods

This type of research is qualitative and uses a case study approach because researchers want to investigate the professional development of lecturers by conducting observations in naturalistic settings and in-depth interviews, without holding specific treatments (Bogdan and Biklen, 1992).

The object of research is Universitas Pesantren Tinggi Darul Ulum and STKIP PGRI Jombang. Data sources were obtained from leaders, officeholders, lecturers, students, and documents. In obtaining the data, the following instruments were used in this study: 1) the main instrument, the researcher himself; and 2) supporting instruments, the interviews, observations, and documentation. Data collection techniques included observation, interviews, and documentation. Research procedures: 1) obtaining research permission; 2) determining respondents; 3) collecting data; and 4) processing and analysing data, which involves systematically searching for and arranging the transcripts of university interviews, field notes, and other materials that have been obtained; 5) conclusions and verification of findings.

Data analysis consists of three lines of activities that coincide, namely: data reduction, data presentation, verification, and conclusion (Miles and Huberman (2014). Furthermore, the validity of the data in this study was checked using source triangulation, member check, and expert opinion.

Results and Discussion

Data from the interviews with the Head of Staffing and Academic Bureau, as well as the documentation obtained concerning the development of lecturer competencies was as follows:

Table 1: Respondent Profile in Universitas Pesantren Tinggi Darul Ulum

No	Competency component indicator		Total	
			Item	%
1.	Education	Bachelor	19	14.8
		Magister	102	79.7
		Doctoral	7	5.5
2.	Research		24	18.8
3.	Community service		7	5.5
4.	Development professional	Pekerti	76	59.4
		AA	60	46.9
5.	Cooperation	Domestic	6	4.7
		Foreign	1	0.8
6.	Certification		54	42.2

In total, out of 128 lecturers, 79.7% had S2 master qualifications, 5.5% had doctoral qualifications, and 14.8% still did not meet the minimum educational qualifications. So, as many as 85.2% of the lecturers meet educational qualifications and meet professional competencies in science and education components. This is reinforced by the interview statement that all lecturers who are currently undergraduate educators are in the process of further study in master's programs, and even some of those master's qualifications are currently pursuing doctoral programs. Thus, it can be said that in this institution, there is a professional development program for lecturers in the field of education.

As many as 59.4% and 46.9% of lecturers have undergone development of professional competencies, mainly training in teaching through Improved Basic Instructional Techniques (PEKERTI) and Applied Approach (AA) programs, which supports the educational component of expertise in the scientific field. This indirectly means that the institution also supports lecturers to develop in the field of teaching and learning (pedagogic). A total of 4.7% and 0.8% of institutions work together with other institutions through study programs, and as much as 5.5% also do community service, which is a form of cooperation empowerment for the community environment. Furthermore, as many as 18.8% of lecturers carry out professional development by researching to improve their skills and science-based research results. Certified lecturers are 42.2%, which means that academia is recognized scientifically.

Table 2: Respondent Profile in STKIP PGRI

No	Competency component indicator		Total	
			Item	%
1.	Education	Bachelor	0	0
		Magister	99	86.1
		Doctoral	16	13.9
2.	Research		26	18.8
3.	Community service		11	22.6
4.	Development professional	Pekerti	42	36.5
		AA	70	60.9
5.	Cooperation	Domestic	14	12.2
		Foreign	1	0.9
6.	Certification		67	58.3

Based on the table above, it can be seen that as many as 115 lecturers' education has met the minimum qualifications for following government regulations. Based on the results of the interview, there were 30 lecturers currently in the process of further doctoral studies at various states and foreign universities. This demonstrates the presence of professional development for lecturers to improve the quality of their knowledge and educational competencies.

97.4% of lecturers have participated in professional development training, including PEKERTI and AA, and as much as 13.1% and 58.3% of certified educator lecturers have cooperated with other domestic and foreign institutions.

The results of the data above show that in these two private tertiary institutions, there is a process in place for the improvement of lecturers' professional competence. This is expected to produce quality human resources, which will in turn improve the quality of the respective colleges.

The Results of the Interview Data Analysis are Concluded as Follows

Based on the condition of the lecturers' qualifications at Universitas Pesantren Tinggi Darul Ulum dan STKIP PGRI Jombang, one of the strategies that is prioritized for the development of lecturers' human resources is to send existing lecturers to carry out further studies at a higher level. The proportion of lecturer activities in research and community service is still not optimal. There are still lecturers who have the status of teaching staff, so the strategy of lecturers is to propose ownership of their functional positions because doing so is very influential to the career path and welfare. The main program that must be implemented for the professional development of lecturers is to carry out further studies (for those who are still undergraduates) and increase activity in the fields of research and community service. By

sending lecturers to receive guidance in the writing of research proposals, hold a proposal clinic. Submissions for functional positions/academic positions should be held regularly for all lecturers, especially those who are still lecturers.

Lecturer professional development planning can be formulated Universitas Pesantren Tinggi Darul Ulum dan STKIP PGRI Jombang based on the following principles: (1) according to government policy, lecturers must have a master's qualification, so lecturers who are still undergraduates must improve their qualifications through further study; (2) there are always innovations in education that require lecturers to develop strategies in the teaching-learning process, and these are obtained through research, training, seminars, and workshops; (3) all lecturers must have a functional position to ensure a stable and certified career path.

Implementation of Lecturer Professional Development Engineering Programs

The data shows that Universitas Pesantren Tinggi Darul Ulum dan STKIP PGRI Jombang uses techniques that are both formal and non-formal. Formal techniques are advanced studies, which are the main programs carried out in the development of lecturer resources, while non-formal techniques include seminars, workshops, training, and public lectures. All these non-formal techniques are handy and help a lot in improving and developing lecturers' knowledge and skills. The determination of these techniques is based on the coordination between the foundation and the leadership of the university. It depends on the needs of the lecturer, the needs of the institution, and the available funds. These funds can be sourced from universities, divisions, regional governments, stakeholders, and institutions that work together to improve the quality of education. Even on campus, lecturers can use resources and persons from outside the campus by sending lecturers to Kopertis or inviting collaboration with other universities, both domestic and international. Furthermore, each university often carries out activities such as independent seminars, proving that the existing lecturers are creative and sensitive to the development of issues that occur if they require alternative solutions.

By implementing these techniques for the development of lecturer resources, institutions can improve the professionalism of their lecturers by increasing their knowledge, insight, and other technical skills, which will ultimately increase the existence of universities.

Conclusion

The conclusion of the results of this study is that the professional development of lecturers has been carried out in these private colleges, but some strategies have not been implemented optimally due to funding constraints. Further researchers may use this research as a sustainable basis to explore other factors in the professionalism of educators and the advancement of the education world, especially in private colleges.



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