

Managing Lecturers' Competence Development at Universitas Kristen Indonesia

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*Abstract-*This article is about the management of lecturers' competence development. It was conducted at Universitas Kristen Indonesia. This article was a qualitative research which is developed by using library study, where, in finding out the management of lecturers' competence development is, books, journals and other documents related to the topics used as the source information on this article. The results were; a) in developing lecturers' competency development programs used environmental analysis consisting of internal environment analysis and external environment analysis; b) formulation of strategies for the development of lecturer's professional and pedagogical competence as an effort in improving the learning quality by forming teams, formulating strategic plans, and disseminating information; c) activities carried out in planning the development of lecturer competencies as an effort as an effort in improving the learning quality at UKI; d) activities carried out in the implementation of the development of lecturer and professional-pedagogical competencies as an effort to improve the quality of learning are based on plans from institutions, faculties, study programs, and also at the initiative of the lecturers themselves; e) supervision activities from the results of the development of pedagogical competencies and professional competencies of lecturers in both universities are almost the same, and f) activities carried out in the assessment of the development of pedagogical and professional competence of lecturers as an effort to improve the quality of learning in UKI. It is concluded that the management of lecturers' competence development will be better if UKI implements these things.

Keywords: managing, competence development, lecturer.

I. INTRODUCTION

Managing human resources in the world of education is very important. Somebody's performance and success are largely determined by the level of competence, professionalism and also their commitment to the field of work they are engaged in. As a professional staff, the position of lecturers is serving to enhance the lecturers' dignity and role as learning agents which is aimed at developing the national quality education. The development of professionalization of lecturers is based on the needs of institutions, groups, personal. The development of lecturers is intended to stimulate, maintain, and improve the quality of staff in solving organizational problems [1]. Lecturers' professional development and development includes

professional, pedagogical, personality, and social competencies; [2]. The development of lecturers' professionalism and pedagogical competency can be seen based on the database of Universitas Kristen Indonesia (UKI), that the number of lecturers at UKI based on academic qualifications are classified based on the faculty as follows.

Table 1. Number of UKI Lecturers based on Academic Qualifications 2019

No	Faculty	Education			Total
		S1	S2	S3	
1	Teacher and Training Education Faculty	0	44	5	49
2	Faculty of Letter	1	10	4	15
3	Economic and Business Faculty	0	24	3	27
4	Law Faculty	0	17	9	26
5	Technic Faculty	1	32	0	33
6	Medical Faculty	12	83	19	114
7	Social and Politic Faculty	0	20	4	24
8	Vocation Faculty	2	18	1	21
9	Post Graduate	0	3	43	46
TOTAL		16	251	88	355
%		4,5%	70,7%	24,7%	100%

(Source: human resources data base_2019)

The composition of the above table shows that the number of lecturers who are qualified for S1 education is 4,5% and 70,7% lecturers whose qualification is S2, and 24,7% lecturer whose qualification is S3. After looking at the condition, based on a national scale, special programs are needed to improve their educational qualifications to meet the demands of law No. 14 of 2005, that minimum lecturer education is the S2 level. In the implementation of higher education, it is also ruled not only the problem of lecturer qualifications but also the ratio between lecturers and students.

At higher education, as it is required by the government that the ration between lecturers and the students is 1:25, with the classification is that is 1:30 and the social class is 1:45. In Indonesian higher education, most of the ration between students and lecturers are still far from the expectation. However, in forming the quality learning the lecturer ratio is not the only measure in determining the quality of learning [3]. In addition to academic qualifications and the ratio of lecturers' competency development lecturers to form qualified and competent lecturers can be seen from the number of functional positions performed by lecturers

[4]. In UKI, data can be seen from lecturers who have had academic positions in 2019 based on data of UKI as follows.

Table 2. Number of Lecturers at UKI Based on Academic Position

No	Academic Position	Number	%
1.	Instructor	88	24,7%
2.	Assistant Professor	111	31,2%
3.	Associate Professor	28	7,8%
4.	Professor	16	4,5%
5.	without position	112	31,5%
Total		355	100%

(Source: human resources data base_2019)

The above table shows that there are a few lecturers (31,5%) who do not develop their pedagogical competencies or lecturers who do not have academic position, and 24,7% lecturers whose academic position is Instructor, then 31,2% lecturers whose academic position are Assistant Professor, then 7,8% lecturers whose academic position are Associate Professor, and the last, 4,5% lecturers whose position is Professor. Viewed from the professional competency map of lecturers at UKI, it can be seen from the number of lecturers who have been certified as an educator, and ± 70% of lecturers' in UKI has not been certified yet, this indicates that the professional competence of lecturers in UKI still needs to be developed seriously.

In running the education system, UKI has managed the value system which should be implemented in every performance of the lecturers and the staffs. These values are humble, share and care, discipline, professional and responsible [5]. In providing, preparing and conducting the teaching and learning at UKI, all the lecturers should implement these values to create conducive, safe, peaceful, blessing environmental and then it will please everybody at the campus.

Based on the background above, an analysis on through a study was done entitled in "Managing Lecturers' Competence Development at *Universitas Kristen Indonesia*". The problem of the study is formulated in the form of question, it is: how is the management of lecturers' competencies development at *Universitas Kristen Indonesia*? The purpose of doing this research is to find out how the management of lecturers' competencies development at *Universitas Kristen Indonesia*.

II. METHODS

This article was a qualitative research which is developed by using library study, where, in finding out the management of lecturers' competence development is, books, journals and other documents related to the topics used as the source information on this article. This was based on the formulation of research problems in which this study was intended to explore data and information relating to the application of lecturer competency development. Whereas to answer theoretical problems, literature studies are used with the

expectation of analyzing several variables that make the research factors more accurate. Several data collection techniques were used in this study such as observation, interviews, and documentation. The data technique analysis was descriptive technique started from collecting the data, reducing the data, presenting the data, verifying the data and finally drawing the conclusion.

III. RESULTS AND DISCUSSION

The internal environment analysis related to the development of professional and pedagogical competence of lecturers is carried out through improving education qualifications, both towards S2 and S3 education, then in developing lecturers' competencies at UKI, UKI has to make a collaboration with relevant parties. Other forms of competency development include writing scientific papers that are disseminated at both national and international levels [6].

Other internal policies for the development of lecturer competencies are given stimulus in the form of awards which should be given to all the scientific product that is produced by the lecturers. The advantages/strengths that exist at UKI in developing pedagogical competencies and professional competence of lecturers include the magnitude of the motivation of lecturers, aspirations, high self-esteem, loyalty; competency between, other abilities in English [7]. This advantage in developing pedagogic competencies and professional competencies of lecturers is because there is collaboration between faculty leaders (Dean), chair of study programs and lecturers, namely leaders, always providing guidance and motivation to progress and to develop towards better development of lecturers' competencies and in lecturer performance; the chair of a study program always supports each policy implemented by the leader, and the lecturer with the guidance and support and motivation from the leadership becomes the spirit to carry out his development towards a better direction [8]. Another aspect is internal financial support from UKI.

The weaknesses in the development of pedagogical competencies and professional competencies faced by lecturers is that some of the lecturers which are mostly female lecturers, and certain lecturers do not want to take advantage of the opportunity to continue their education, for reasons of many tasks or busy reasons with small children and so on, although there are available funding opportunities for further study, but because of the limited number and the competitive nature, limited ability and lack of enthusiasm of the lecturers themselves [9].

As professional lecturers and researchers, they should be able to conduct their responsibility such as a) lecturing, b) doing research, c) doing community service, and d) disseminating the result of the research and community service [10]. Since lecturers are the

most important component at university, then they should be facilitated everything included the facilitation on improving their competencies besides doing the main task given to them. [11]. Or it is concluded that the education quality in a university muchly depends on the lecturers in conducting the teaching and learning and also the class management. Then when the lecturers are professional in conducting their main tasks, it will contribute a lot to the development of the university.

In order to achieve the goals of UKI, the lecturers themselves must be able to adapt "change power" then UKI finally UKI may have lecturers that are able to improve the students' quality. This achievement can be seen when the students who are taught by them are free from ignorance, incompetence, helplessness, dishonesty and the bad of the true and faithful.[12]" The education quality is achieved through systematic and well-planned activities or programs of a university, good governance, and delivered by good lecturers with a component of quality education, especially educators. From the analysis of this study, then it is concluded that the implemented policies at UKI have not yet been by the demands of existing policies.

The formation of the team as the first step in the preparation of the UKI strategic plan is more representative of the faculties/departments who is chosen to be in the strategic plan team, and are considered capable and capable of carrying out this task. The policy of forming the strategic team can also be interpreted as a communication pattern between the university leader and the faculty/department which is an important element in quality planning. Likewise, the placement of people who are experts in the strategic plan team shows that there is a desire from the university leaders to produce a plan that is not only originated but is born of a sharp and careful analysis of people who can do so.

It is different from some universities who give the mandate of the chair of the strategic plan team to experts and then given responsibility to the head of the planning and information section, or the sub-section head of planning. This indicates that the leadership uses a bureaucratic-structural way of thinking in selecting the team tasked with formulating the plan [13;14;15]. Such a way of thinking is structurally correct, where every activity that smells of planning must be carried out by the coordination of the planning section, but concerning the strategic plan team, the relevant parties and experts should be involved in and to lead the Team.

Planning the development of lecturer competencies at UKI begins with the preparation of a strategic plan as a guideline for implementing of how education should be managed, so the implementation of the next four years education's goal could be achieved well. In order to achieve it, then an analysis of the existing condition done through the analysis of strength, the analysis of the weakness, the analysis of the opportunity and the analysis of the threat. This analysis was done to identify achieving goals. Therefore the achievement motive is the driving force that drives those lecturers whose

mastery on the characteristics of students are lack, lecturers whose mastery on learning principle and theories are lack, lecturers whose ability on using technology are lack, and lecturers who do bit facilitate the students well and who do not do an effective communication with the students [16;17]. The efforts to apply the plan, strategically in the form of concrete actions, plans, strategically arranged in the form of an annual work plan. In general, the conditions of UKI in the planning strategy of developing lecturers' competencies in improving the quality of learning have been running by a respective program which is referring to the formulated vision, mission and objectives of educational institutions. Planing on developing pedagogic and professional competencies of lecturers in UKI is generally united with the institution's development plan in the strategic plan. but it does not include special programs or priority programs about developing pedagogical competencies and professional competencies of lecturers, which are incidental programs.

Implementation of lecturers' competencies in UKI was based on the analysis of the needs which had been conducted by the quality of assurance board. From the needs analysis conducted result, it may be known further steps that should be formulated in order to improve the lecturers' competencies needed by UKI. It has to be done because producing good quality learning, requires high lecturers' professional competence [18]. A standardized quality assurance board at UKI has been legally made, which one of its function assures the quality of the lecturers by controlling them with some structuralized formulated instrument. The analysis results of this control were used to formulate the program of the education which is going to be implemented. The main task of a university is developing the science, this task could be achieved through research and community services which are conducted by the lecturers at the university. The indicators which are used in assessing and determining the scientific products of lecturers are the quality and the number of their publication. Besides, the recognition and the reward of the publications also had a high contribution in scoring. Where those all could be done through seminars, workshops, scientific publications through national and international journals and scientific work. others.

The supervision process becomes the input of learning to emphasize the evaluation of the students' characteristics diversity, learning facilities owned by the university, infrastructure as well and lecturers. Besides, curriculum and also the teaching material, strategies used in teaching as well which are fits to each subject taught and to the learning context of the university. The teaching and learning process conducted in the university emphasizes the assesment of the management of learning carried out by learners including the effectiveness of the learning strategies implemented, the effectiveness of learning media, the way teaching is carried out, and the interests, attitudes and ways of

learning students [13]. The evaluation of the achievement of students during learning was done by conducting test to each of the students in each course, this is done in order to measuring the learning achievements and outcome. Then the benefits of carrying out evaluations are (1) obtaining an understanding of the implementation and results of learning that has been carried out or implemented, (2) making decisions regarding the implementation and learning outcomes, and (3) improving the quality of the process and learning outcomes to improve output quality. Article 1 of the teacher and lecturer law states that lecturers are professional educators. Lecturers' expertise also will indicate his professionalism in conducting his teaching management to the students. This could be seen through preparation made by lecturers before teaching, plannings, teaching performances, and evaluation made by him during teaching.

The general lecturers, especially those who have improved the competence of lecturers, have contributed greatly to the development of institutions, faculties, and study programs, and besides, they also give a great contribution to the development of curriculum formulation and the development of teaching materials, medias used in teaching, and practicing program held by the study program. Concerning the learning plans, the lecturers evaluate and refine it after one year after one semester or more than one year.

The assessment process in UKI has carried out the assessment process properly. Both aspects of the development of pedagogical competencies, professional competencies, and the assessment of lecturers the teaching and learning activities made by the lecturers whether it out and indoor learning activities. In teaching the courses, the curriculum and syllabus used are well integrated for each university because each tertiary institution already has a special implementing unit that handles the learning process of a compulsory university course for each course, for example, language learning center, computer learning center, and so on. It means that each university has a special implementing unit that handles the learning of computer science as a compulsory university subject, namely Computer Center Technical Implementation Unit. Teachers for both of these courses also come from educational backgrounds that are by the courses they have taken. So this does not make it difficult for lecturers to master the material taught.

From this phenomenon can be interpreted that the quality of learning in terms of expected competencies will be the same for each study program. So that learning competencies in English and Computer Science courses are the same for each study program. The same teaching material is also an indicator of learning that has been well integrated. However, in learning Islamic Education courses there were still some obstacles improving the teaching and learning activities quality. From the aspect of qualifications, the lecturers are still found by lecturers whose qualifications are not by the

courses that are used. As well as the absence of a special technical implementing unit that handles the learning of Islamic education as a compulsory university subject. Each lecturer makes his basic competencies taught and the syllabus made is not yet integrated between one lecturer and another lecturer. The teaching materials used also varied between one lecturer and another lecturer. This shows that the quality of learning in UKI still needs to be improved.

IV. CONCLUSION

Activities carried out in the management of the development of lecturer competencies are as follows: a) In developing lecturers' competency development programs used environmental analysis consisting of internal environment analysis and external environment analysis. at the stage of internal analysis, the aspect of work culture received little attention. and at the analysis stage of the external environment of the social environment, it is still the second priority in developing the lecturers' competencies (professionalism and pedagogical); b) formulation of strategies for developing lecturers' could be done by forming teams, formulating strategic plans, and disseminating information. But the obstacles faced by a long bureaucratic system make it difficult for lecturers to apply their development in the acceleration of the lecturers' careers; c) activities carried out in planning the development of lecturers' competencies in UKI. From this result, it is concluded that the development of lecturers' competencies could only be achieved or obtained through coaching activities, activating lecturers in various scientific activities namely through seminars, symposiums and scientific publications through national and international journals or proceedings; d) activities carried out in the implementation of the development of lecturers' competencies are based on plans from institutions, faculties, study programs, and also at the initiative of the lecturers themselves. Although there are limited funds provided by the internal and external funder, the number of lecturers conducting competency development activities is still quite large; e) supervision activities that are resulted on the development of lecturers' competencies. First, in the form of monitoring the progress of further studies the lecturers who attend further studies to S2 and S3. Second, the head of the study program makes a report to the faculty about the conducted activity and the achieved resulted from the competency development activities; and f) activities carried out in the assessment of the lecturers' competencies development. In general, the university has demonstrated significant results in the development of pedagogical and professional competencies. This is evident from the number of lecturers who have received certification. Other results have been achieved in the form of student achievements in the academic and non-academic fields. However, there is still a low motivation for lecturers to attend national and international scientific meetings because they are constrained by

financing and the mastery of foreign languages is still minimal.

V. SUGGESTIONS

There are some suggestion on this study, they are: a) basic and integrated environmental analysis is needed by involving the components of higher education, alumni, graduate users, the local government, and the community; b) clearly required and well documented and socialized standard operating procedures are needed so as not to make it difficult for lecturers to develop their careers as lecturers; c) a well-planned program planning for study programs is needed in an effort to develop pedagogical and professional competence of lecturers so that the expected targets can be realized properly so that the quality of learning is maintained. As well as the existing development program planned by covering all aspects of the pedagogical and professional competence of lecturers so that the competencies possessed by the lecturers will be intact, then the learning quality at UKI could be maintained well and properly; d) special programs or priority programs are needed for the development of pedagogical competencies, among others in the form of developing multi-media learning competencies in the form of training to use various types of information technology currently available intensively and sustainably. In improving the teaching and learning quality, especially for compulsory university courses, it is expected that the university has an institution or forum for lecturers who are obligatory subjects of the university as a means to sit together to discuss important matters related to improving the teaching and learning quality so that the expected learning outcomes achieved by the students have same basic competencies; e) It is expected that the leaders of higher education can provide facilities for lecturer competency development activities in the form of intensive ongoing training activities. The form of training for the development of theoretical and conceptual competencies through peer, group, discussion techniques, namely through discussion forums between lecturers and senior tutorial partner partnership coaching techniques, developing multi-media learning competencies in the form of developing training program in ordert to enable the lecturers using technology of information facilities, administrative management training Another important thing to recommend is the implementation of supervision or monitoring of direct teaching by related parties should be carried out optimally as an effort to strengthen the findings in the form of student responses that have been made in learning monitoring; f) it is expected that the government as policymakers and implementers are expected to make specific policies regarding professionalism of lecturers with all binding rules and penalties so that the lecturer code of ethics can be carried out so that there is no malpractice in teaching that can reduce quality of learning in higher education.

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