

# Phenomenology of the Policy of Lecturer Development at Higher Education in Indonesia

Abdul Azis Wahab\*, Dedy Achmad Kurniady

Educational Administration Department  
School of Postgraduate, Universitas Pendidikan Indonesia  
Bandung, Indonesia

\*abdulaziswahabupi@gmail.com, Dedy\_achmad@upi.edu

**Abstract**—The excellent and professional human resources who have the competencies relevant to their expertise are required by every higher education institution. Universitas Pendidikan Indonesia (UPI), as one of the big institutions of higher education, requires a variety of ways to develop and improve its human resources, especially teaching staffs (lecturers) to reach the leading and outstanding university. Supported by professional and competent lecturers, the university is expected to be able to reach its vision and missions. Nevertheless, the University has experienced a shortage fulfillment of professors and lecturers who have doctoral degree and associate professor positions. The barriers are in the writing of scientific papers indexed by Scopus, the lecturers lack the courage to expose themselves in making or participating in international journals, lack of ability in terms of language and research in accordance with the international standards and funding issues, and the lack of understanding of the carrier development rules. Therefore, this study tries to find solutions on how UPI can address the problem of development of lecturers, especially the lecturers who have positions from associate professor to professor.

**Keywords**—policy implementation; lecturer development; priority programs

## I. INTRODUCTION

In facing the ASEAN Economic Community (AEC) in 2015, higher education institutions in Asia region have to improve the quality of learning process, especially in terms of providing human resources related to the qualifications of the lecturers, which require strong ability in: 1) mastery of technology, as supporting element of the learning process; 2) learning management, as the basis for managing the integrated learning in order to achieve effectiveness and efficiency of learning process in accordance with the needs of learners; and 3) leadership, as the device to address various forms of differences in attitudes, behaviors and habits of every learner.

In higher education institutions, the lecturer is the heart that supplies the knowledge, the driver and booster to improve motivation to learn according to the learning needs of every learner. According to Barakat et al., in the position of the “heart” of the institution, the lecturers determine the quality of education and the graduates, in addition to the general quality of the college itself. If the lecturers are high in quality, then the quality of the university will also be high, and vice versa [1].

The quality improvement of the university is highly related to the quality improvement of the lecturers [2,3]. In many countries, the quality improvement of lecturers had been done in the mid-1960s (in the USA) and the beginning of the 1970s (in Europe), with a variety of programs developed such as the establishment of the Faculty Development in the United States and the center of professional development and the improvement of the quality of lecturers in higher education institutions in Europe [4].

The excellent and professional human resources who have the competencies relevant to their expertise are required by every higher education institution. In Indonesia, several universities have various problems with the lecturer development, which regard to the increasing of functional academic of the lecturers from associate professor to professor. This is due to unmet requirements that must be taken by the lecturers as publication in internationally indexed journals. These problematic issues have been messed up the established and settled higher education institutions in developing and introducing various programs that are recognized internationally.

Therefore, the university requires several ways and approaches to develop and improve its human resources, especially the lecturers to reach the leading and outstanding university. Supported by professional and competent lecturers, the university is expected to be able to reach its vision and missions.

In connection to that matter, UPI right now requires more lecturers with doctoral degree and professor. In fact, from 2006 to 2016, UPI has experienced the professor shortage to support its vision and missions. There are 35% of 1,251 lecturers in UPI with head-lector position that have not been proposing to increase their functional academic position to professor. Based on the qualification of education, there are 34 lecturers (2.75%) with bachelor degree, 762 lecturers (61.65%) with master degree, and 365 lecturers with doctoral degree. Up to 2015, there are 329 lecturers who pursue advanced studies to the master degree (20 lecturers) and doctoral degree (309 lecturers).

Based on above phenomena, the university has to take the strategic steps to develop the lecturers. In this way, the university has to do the studies and researches on the policy of

lecturer development that are relevant to the needs and empirical conditions to be able to maintain its credibility as a Legal Entity State Owned University.

## II. METHOD

This research is qualitative with the phenomenology case study. The locus used as data source is Universitas Pendidikan Indonesia (UPI). To obtain the data, multi-source evidences were used, such as from documents, tools, in-depth interviews, and observation. The informants are: 1) official institutional leaders, from rector, vice rectors, and deans; 2) official leaders of human resources divisions; 3) lecturers who are proposing the position of professor; and 4) lecturers who are not the associate professor to evaluate the implementation of lecturer development. The snowball sampling was used to collect data. The observation was used to observe the activities, interviews with rector and vice-rectors, and related to the lecturer development, and the documentation study was used to the policy of academic carrier development of functional positions of the lecturers.

## III. RESULTS AND DISCUSSION

There are 725 lecturers with master degree in UPI. The target of 50% lecturers with doctoral degree has not been fulfilled, because most lecturers with master degree are still pursuing the advance study to doctoral degree, and several of them are not pursuing the study. In this sense, the policy of lecturer development is to provide the lecturers to pursue the advance study in Indonesia or abroad. The lecturers who have the position of lector are less than 50% so that they have to be encouraged to promote to head-lector position by doing the socialization and facilitating the lecturers to write scientific works as a requirement in the promotion. There are 495 lecturers with doctoral degree who will be promoted to professor. The lack of professor position requires UPI to provide 725 scholarships for lecturers who will pursue the advance study to doctoral degree. In this sense, UPI has to facilitate the promotion to professor.

Meanwhile, there are just 86 (6.87%) from 1,251 lecturers with academic position of professor [5]. The target is that UPI has 130 professors, as stated in the strategic planning. It means that UPI needs 44 lecturers (reduced by 9 lecturers who will be retired) so that it needs 53 lecturers. It also means that in the last five years, it requires about 10 professors per year. The priority program set by UPI to develop lecturers, especially from the position of lector to head-lector, is conducted by advising the lecturers who will be promoted to professor, such as in writing scientific works that can be published in internationally indexed journals. Based on the findings and discussion of research on the data that had been collected, it is known that the difficulty is the publication of the research in internationally indexed journals. The activity of lecturer development is to improve the lecturers' capacities for all lecturers, especially the lecturers who will be promoted to associate-professor and professor. The activities of the development need to be formulated in details in terms of the urgency of the implementation of the development activities. The activities include several aspects: preparation, need assessment, planning, actuating, and evaluating. It is in line

with Decenzo et al. that "people, not buildings, make a company successful" [6].

The development of professional lecturers, according to Sujarwo can be accomplished with several activities [7]:

- Continuing education program, either through further studies and training to support the scientific insight.
- Learning, which is done in class where the lecturers must prepare for learning, implementing the learning, and assessment/evaluation. By going through this learning program the lecturers' scientific insights can be sharpened.
- Research, doing various studies to support scientific knowledge and solve various problems in the life of the nation.
- Programmed Scientific Forum. Through scientific forum, it will be presented and reviewed the various issues, the root of the problem, position, and problem-solving strategies from various viewpoints.
- Scientific Publications. The ability and willingness of lecturers in publicizing their works should always be cultivated as a manifestation of a sense of responsibility in carrying out their primary tasks.
- Communication Forum. Ability lecturer in communication can be demonstrated in a: communicate orally and in writing, using information and communication technology functionally interact effectively with students, fellow faculty, staff, parents / guardians of students, faculty partners from other universities, interacting politely with the public and the ability to communicate in a foreign language, especially in English.
- IT mastery. The use of IT based learning media seems much more useful because it has a diverse role and added value in terms of flexibility, ease of use, effectiveness, efficiency, high compatibility, complementation, and integrative, convergent and diverse media formats.
- Induction Program / Internship / Support Programs. Support programs can be done in the form of involvement in campus activities, such as conferences, workshops and seminars on campus.

According to Hambali there are several programs of lecturer development to support the *tridharma* (three deeds) of university [8]: a) education and teaching: advance education, carrier development, syllabus revision, cooperation with other universities, monthly discussion; b) research: lecturers' training, scientific writing competition; c) community service: coaching of model village, speaker, preacher Friday sermon, and supervisor of learning community.

The urgent priorities are associated with: the mastery of language, the ability of researching, pursuing the advance education; and the publication. The rapid ICT development is needed to facilitate lecturers to access the accredited and indexed national and international journals. The high standards

of promotion of position of the lecturers have been the challenges. The other challenges are the demand to publish in indexed national and international journals, the amount of educational institutions of teacher training in national and ASEAN region, quite rapid development of science in the globalization age, the quality of productivity of research of other universities, the performance standards of research and scientific publications, and the policy of the government to finance the research in university.

Training and development became the requirements to improve the lecture development. It is in line with the research of Rajasekar and Khan that the function of training and development is the important issue in organization [9]. Bayraktaroglu and Cickusic explores the effect of training and development in Bosnia and Herzegovina that the performance of the employees is boosted after attending the training program. The employees are aware that the training program provided the better knowledge, skills, and ideas to carrier development in the future [10].

Qualitatively, several kinds of training and coaching are needed by the lecturers such as in language mastery, the ability to research, and the ability to write article in indexed journals. To develop the capacity of lecturers, the reward and punishment are also required. Reward is a form of motivation in such a way that a person can perform well and can improve the skills. Reward can be in terms of money or goods, but also the facilities given by organization to the employees. Meanwhile, the punishment is one of the efforts to discipline employees so that employees can be disciplined in the work.

Lecturers as scientists have to conduct the high-class researches and contribute to the development of sciences. The guideline for Operational Assessment Credit Score of Rank Promotion/Academic Position is one of the rules that define the importance of developing the capacity of lecturers as professional educator. It demands the lecturers to develop the quality of research and do the publication. All researches and publications of the lecturers have been collated in Scimago JR as an institution to rank the journals all over the world. The ranked journals have to be indexed by international databases such as Scopus, Thomson Reuters, Web of Science, dan Microsoft Academic Search. The lecturers have to be able to write articles in published and indexed journals. The challenge for the lecturers to get the professor is associated with the regulations regarding the provision that the lecturers have to publish at least two articles in such reputable international journals.

The punishment system the lecturers has not been applied in the UPI. Lecturers may feel embarrassed if it does not propose a promotion. Wages of faculty performance is not increased. Lecturers who do not have a publication in the journal will be hindered in the process of promotion.

In general, several attempts to increase the capacity of lecturers are:

- Training for the use of web-based reference source.
- Training of the international journal writing
- Preparation of Scientific Publications Program, where the qualified participants will receive research grants and support for the publication. Within this program it is also conducted the various workshops that support for publications such as the workshop on how to write a reference, translation, and how to write the correct paper.

The other requirements and challenges are the documentation of rank promotion that has to be done by special staffs to process the promotion of academic position. The importance of the documentation due to the lecturers face difficulties in collecting the physical evidences which are scattered around in the process of rank/position promotion. In this sense, it is recommended for the lecturers to be orderly in administration so that when proposing the promotion, the lecturers and administration staffs have no difficulty in finding the physical evidences. To facilitate the documentation process, the application of employee affair, especially the application for documentation of lecturers' scientific works, is necessary.

It is also necessary to make a control system of lecturers' scientific works that is integrated with the lecturer workload, lecturer development, and lecturer performance target. Once the lecturer will be promoted, it is easier to technically collect the works and facilitate the team of validation to identify the scientific works of the lecturers to get the originality of the works that can be academically justified.

The proofreading as the guarantee of the publication manuscript to be delivered is also necessary. If the writers feel less confident with the foreign language of the manuscript, they can use the proofreading service administered by university for free.

The analyses, solutions, and the activities of the policy of lecturer development in UPI can be described as follows:

TABLE I. THE ANALYSES, SOLUTIONS, AND THE ACTIVITIES OF THE POLICY OF LECTURER DEVELOPMENT IN UPI

No	Analyses	Solutions	Activities
1	Urgent Needs and Challenges in Lecturer Development	<ul style="list-style-type: none"> <li>a. Train and coach in language, ability to conduct the research, and ability to write manuscript in indexed journals.</li> <li>b. Implementation of reward and punishment. Reward can be in terms of money or goods, but also the facilities given by organization to the employees. Meanwhile, the punishment is one of the efforts to discipline employees so that employees can be disciplined in the work.</li> <li>c. Improve the quality of research and publication indexed by reputable database such as <i>Scopus</i>, <i>Thomson Reuters</i>, <i>Web of Science</i>, dan <i>Microsoft Academic Search</i></li> <li>d. Orderly administration when proposing the promotion</li> <li>e. <i>Proofreading</i> of the publication manuscript to be delivered</li> </ul>	<ul style="list-style-type: none"> <li>a. Training to use web-based references</li> <li>b. Training to write articles as required by international journals</li> <li>c. Preparation of Scientific Publications Program, where the qualified participants will receive research grants and support for the publication. Within this program it is also conducted the various workshops that support for publications such as the workshop on how to write a reference, translation, and how to write the correct paper</li> <li>d. Make an application of control system of lecturers' scientific works that is integrated with the lecturer workload, lecturer development, and lecturer performance target</li> <li>e. Use the proofreading service administered by university for free</li> </ul>
2.	Priority programs in developing the capacity of lecturer	<ul style="list-style-type: none"> <li>a. Coaching for the lecturer to be professor</li> <li>b. Academic improvement of lecturers</li> <li>c. Assigning the professor for companion</li> <li>d. Financial aids</li> <li>e. Digitalized and integrated employee system information</li> <li>f. Programs to help the lecturer publication</li> <li>g. Academic Capacity Building of the lecturer</li> </ul>	<ul style="list-style-type: none"> <li>a. Training of the procedures of promotion (such as socialization in the departments, faculties, and university in every semester and establish the center of information by special staffs)</li> <li>b. Integrated documentation</li> <li>c. Scholarship for further study</li> <li>d. Companion by professor. For example, 5 head-lectors will be accompanied by one professor (5:1), legalized by rector decree, compulsory to create the timeline and the accomplished targets and periodically evaluate the results (semester or yearly)</li> <li>e. Mechanism of scholarship can be conducted by submission, assignment, or in rotation so that there are no jealousy or suspicion of the money given</li> <li>f. Make an integrated and digitalized employee information system so that the number of credit of the lecturer can be directly checked.</li> <li>g. Workshops that support the journal publication, such as how to write references, translation, and how to write the proper articles</li> <li>h. Training to write the article that meet the requirements of reputable indexed journal, the training can be administered each semester or year, including the training of writing textbook and copyright of the works</li> </ul>

IV. CONCLUSION

The priority program set by UPI to develop the lecturers, especially from lector position to the head-lector, is conducted by the companion for the lecturers who will be promoted to professor, such as in the writing of scientific works so that they can be published in international indexed journals. Based on the data analysis, it is found that the difficulty is to publish articles in reputable journals. If this problem is not handled seriously, the university will significantly lack of professors. The professors are required to develop the knowledge and research that can improve the learning process as the duties and functions of lecturers, namely: transform, develop, and disseminate knowledge, technology, and arts through teaching, research, and community service. The university has to encourage the lecturers to reach the position of professor.

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