

The Development of Lecturer Competency in Improving the Quality of Learning and Teaching at IAIN Curup

Baryanto*

Madrasah Ibtidaiyah Teacher Education Study Program, Institut Agama Islam Negeri (IAIN) Curup

**Corresponding author. Email: baryanto@iaincurup.ac.id*

ABSTRACT

The Curup State Institute for Islamic Studies (IAIN) as a sub-system of national education has contributed for improving the quality of life of the Indonesian people. This study aims to describe how the management and strategy of lecturer competence advancement in enhancing the learning and instructing quality at IAIN Curup. To achieve these goals, the IAIN Curup institution has managed optimally. Management certainly requires different strategies to achieve productivity and quality output. The approach of this study was a qualitative research with a multi-case study design and a phenomenological orientation. This research was conducted at IAIN Curup. The techniques in collecting the data were participant observation, in-depth interviews, and documentation. The finding of the study shows that there are several programs in developing the pedagogical and professional competency designed by the IAIN Curup, a) Seminars on teaching and learning methods and seminars on education and training related to management techniques, b) Formulation of lecturer competence development programs using SWOT analysis specified in the management activities, c) The existence of a planning strategy in lecturer competency development activities. On the other hand, the draft plan is drawn up to the general diagnostic results, d) The lecturer competence development plan is made in the form of a strategic plan outlined in the operational plan of each faculty and study program, e) The Implementation Strategy in Lecturer Competency Development Activities developed based on institutional, faculties, study programs, and lecturers' plans. Generally, the research finding shows that IAIN Curup has shown significant results in the development of Lecturers' pedagogical and professional competencies. This is evidenced by the number of lecturers who have received certification.

Keywords: *Development, Lecturer competence, Quality of education and teaching.*

1. INTRODUCTION

Higher education is the next step after secondary school. The purpose of establishing Higher Education is to prepare students to have academic or professional abilities that can be applied in everyday life [1]. Furthermore, higher education is a place to develop knowledge and also add to the advancement of the nation. As a systematic effort to develop the nature of human resources (HR), the Ministry of National Education has set up four fundamental strategies in the field of schooling, (a) equity and opportunity; (b) the relevance of education to development; (c) quality of education; and (d) educational efficiency. Especially for tertiary institutions, it will give priority to the relevance

of education to development, which is known as link and match in its implementation steps [2].

In accomplishing a standard nature of instruction, it is not just a component of instructive faculty; instructors but also the administration of advanced education dependent on principles of substance, measure, the skill of graduates, offices and foundation, management, financing, and schooling evaluation; which could be implemented by a standardization body, assurance and quality control of instruction [3]. Higher education institutions have big role in increasing the HR quality and the essential situation of educators in the education and learning process. So, the researcher wanted to find out and overcome the obstacles that occurred by carried out a study entitled: "The Development of Lecturer Competency in Improving the Quality of Learning and

Teaching at IAIN Curup”. This research is urgent to do. If this research does not exist, it will have a significant effect in decreasing public trust, weakening the image of private advanced education, diminishing understudy’s learning interest, debilitating the nature of schooling and learning administrations, debilitating instructors’ interest in building up their educating accomplishment. Actually, if this framework is executed, it will positively affect generally institutional turn of events, and educators’ accomplishment leads to an increase in professional competence which should be the demands and needs of the advanced education community both private and public [3].

A lecturer has an obligation to improve their quality. The main task of a lecturer is to provide lessons in certain scientific fields. So between students and lecturer is a unity that cannot be separated. So it is necessary to increase the ability to manage and develop teaching techniques in higher education. Besides, for the managers of higher education, the core of the system is a consistent improvement to fortify and build up the nature of graduates [4].

In designing a strategy, it is necessary to pay attention to any changes that exist. In line with this, the education quality strategy must be changed to a more appropriate strategy. This is carried out with the aim that the organization becomes more effective in achieving its goals. In the process of changing an educational strategy, it is necessary to make efforts and pay attention to various related factors. Nana states that: “The efforts of managers to improve or change the organization in the past were more focused on changes: (1) the technology; (2) managerial; or (3) human resources” [5].

2. THEORETICAL FRAMEWORK

2.1. Lecturer Competency Development

Competence is an assortment of information, behaviors, and abilities that an educator should have to accomplish the objectives of learning and teaching activity. It is acquired through instruction, preparation, and autonomous learning by using learning assets [6]. The competency includes various aspects, not only physical and mental but also spiritual aspects. Besides, lecturer competence is a mix of individual, logical, innovative, socials, and profound capacities from the standard abilities of the teaching profession, which incorporates authority of the material, comprehension of understudies, instructive learning, self-improvement, and polished skill [8]. A lecturer can also hone these skills by creating a learning community. Professional learning communities have emerged as the most widely believed and the best sustainable means of improving teaching instruction and student performance [7].

2.2. Lecturer Competence and Communication Style

Competence is the ability that a person has. Someone is said to be competent if that person has abilities that are seen and recognized by others. In this case, the Government has figured four kinds of skills, as per the point of view of public policy. The four kinds of abilities are listed in the “Explanation of Government Regulation No. 19 of 2005 concerning National Education Standards, pedagogical, personal, social, and professional competencies.”

2.2.1. Pedagogical Competence

Lecturers teach understudies inside the class as well as outside the class. Students have a high curiosity and always try new things. The lecturer’s responsibility is to help develop this interest and intrigue them more. According to the National Education Standards Board, what is meant by pedagogical competence is an ability in the administration of understudies incorporates: (a) understanding educational insights or establishments; (b) comprehension of understudies; (c) educational program/prospectus advancement; (d) instructional plan; (e) the usage of instructive and dialogical learning; (f) assessment of learning results; and (g) the improvement of understudies to realize their different potentials [12].

2.2.2. Personality Competencies

Personality competencies are “Personality abilities that: (a) have noble character; (b) steady, stable, and mature; (c) wise and prudent; (d) be a role model; (e) evaluate own performance; (f) self-development; and (g) religious.”

2.2.3. Social Competence

This competence is the capacity of lecturers as a component of society to (a) communicate orally and verbally; (b) use correspondence and data innovation practically; (c) associate effectively with understudies, individual instructors, instructive staff, guardians; and (d) interact with the surrounding community politely [9]. There are many ways that can be done to develop social intelligence in the school environment [10]. These methods include discussions, role play, and direct visits to communities and various social environments. This can also be applied in lecture situations.

2.2.4. Professional Competence

This kind of competence is the capacity to dominate expansively and top to bottom materials of learning such as: (a) ideas, structures, and scientific methods that are cognizant with materials; (b) showing materials in the school educational program; (c) the conceptual

connection between related subjects; (d) application of scientific ideas in regular day; and (e) global professional competition by prioritizing culture and national values.

2.3. Lecturer Communication Competence and Understanding of Course Material

Communication is the process of delivering a statement by one person to another as a consequence of social relationships [11]. So that it can be stated that communication is someone's effort to change, influence, and provide ideas, feelings, and behavior of others so that there is a common understanding of what he wants. Either directly or indirectly can be done by the gesture, oral, written, visual, as well as audiovisual [13].

The communication carried out by lecturers to students is intended to provide ideas in the form of new knowledge in a scientific context. This can be channeled at every opportunity, for example during the learning process in class. Lecturers certainly want themselves to look authoritative when carrying out the learning process. The authority that is formed because of intelligence tends to last a long time. Some of the ways that a person does to maintain his authority include maintaining appearance, always maintaining attitude and behavior, and improving self-quality [14].

According to Sudjana, understanding is divided into three categories. The first level or the lowest level is translating. The second level is interpretive, that is, linking the preceding passages with what is next known, or linking some parts of the graph with events, distinguishing what is the priority or not. The third level or the highest level is extrapolation. With extrapolation, it is expected to be able to see behind what is written, be able to make predictions about consequences, or be able to expand perceptions in terms of time, dimensions, cases, or problems [17].

2.4. The Impact of Intelligence on Students' Understanding Process

As a tool to solve problems, intelligence influences to achieve an understanding of course material. The problem that arises in students is the lack of ability to understand, both in the translation and extrapolation stages. Intelligence is no longer measured on a specific time scale and through standardized tests alone. But, intelligence is a continuous process that leads to the achievement of targeted goals. Based on its configuration, humans own the full spectrum of intelligence of each individual is capable of manifesting capable cognitive traits [18].

Assessment of student intelligence can be seen in the three main activities they generally do, namely discussing, writing, and reading. Discussion activities carried out between lecturers and students in class and

outside the classroom will make a better understanding of the course material. Not only that, students who participate in organizational activities can hone their intelligence with the discussion activities carried out. Discussion activities can improve students' speaking skills. Because in the learning and teaching process student have to be active, they must convey the ideas they have. Next, the ability that students have to is writing. Writing can improve the quality and capacity of students because every assignment given by the lecturer cannot be separated from writing activities.

Writing is not just removing text from a book or taking notes on what the lecturer said, but writing in the same meaning as composing. According to [15] composing is a series of activities for a person to express ideas and convey them through written language to the reading public for understanding. Fostering a love for writing activities seems to be the keyword for making writing a tradition in academic culture. The problem is arousing interest in writing is not easy. It takes seriousness, consistency, and systematic steps involving various related parties to get maximum results. It also requires the role of a lecturer. Lecturers play a role in guiding students to enjoy writing activities. Because one form of students' lack of interest in writing can be seen from the paper they do. Generally, the language they use is stiff, dry, not flowing, and difficult to understand. This impression is not difficult to find if you look at the writing produced [19].

According to [24], the wealth of knowledge gained from reading is an absolute prerequisite for the development of the writing tradition. The more content the knowledge possesses, the more it will encourage students with the conveniences they have to continue writing well and creatively. Besides, reading is the most effective way to answer curiosity. In an infinitely expanding environment, it is impossible to figure out everything that exists alone. So that books and the internet can be used as a reading source for students [20].

2.5. Increasing Understanding through Student Creativity Thinking

Understanding of course material requires the creative thinking of students. The goal is that the understanding they get is not only on one thing, but there are other things that they can understand. For example, when students study philosophy, they do not only understand philosophy but also religion, the right way of thinking, and history. Thinking creatively must meet three conditions. First, creativity involves responses or ideas that are new, or statistically very rare. However, novelty is not enough. The second requirement for creativity is to be able to solve problems realistically. The third creativity is an attempt to

maintain original insights, assess, and develop them as best as possible [21].

3. METHODS

This research used a qualitative descriptive approach. The choice of method depended on the consideration that the researcher wanted to seriously understand and deepen the problems related to the lecturer competency management development strategy.

In collecting data, researchers performed various techniques; conduct interviews with deans, vice deans of academic and student affairs, heads of departments and study programs, students, and the faculty level quality assurance system. The reason for choosing the subject of the research was because researchers and informants were considered to completely comprehend the direction of the improvement of lecturers' professional competency management.

4. RESULTS AND DISCUSSION

The approaches stipulated in compiling the lecturer competency advancement program are based on the Government Regulations on National Education Standards, the Ministerial Regulation on Standards for teaching and education personnel are by the juridical aspects applicable in Indonesia. The development of educators' capability is not just in one part, but competency development is carried out particularly in pedagogical competence and also professional competence. The Government Regulation Number 37 of 2009 explains that educators should have a few abilities in carrying out their obligations: academic capability, proficient ability, individual skill, and social competence [22]. The development policies that implemented at IAIN Curup have facilitated periodic programs of study, in the form of educating and learning process facilities outfitted with different media. Institutions providing educational funding to each outstanding lecturer, implementing regulations that learning must be by the level owned. These are for the most part inspirations for educators to improve their scholarly capabilities with the goal that they can create themselves as per their own skills. There also needs to establish the Quality Assurance Unit. This recommendation unit permits instructors to adjust to the "power of change" and make the IAIN Curup institution has educators who can process the quality of their students [5] stated that: "Quality education is that can carry out the process of maturing the quality of students developed by freeing students from ignorance, incompetence, helplessness, dishonesty and bad morals and faith Quality education is born from a good planning system, with material and from a good governance system, and delivered by good educators

with a quality education component, especially educators."

In view of the aftereffects of the examination, the authors argue that the policy for developing educators' skill advancement programs has not been implemented optimally in accordance with the demands of existing policies. Thus, according to [22] said that "Education policy is supported by research and development." An educational approach is not abstract but one that can be implemented. So any detailing of an essential arrangement needs be founded on an approach that can be actualized in its activities.

Based on the points above, key administration as a bunch of choices and activities that outcomes in the detailing and execution of plans intended to accomplish hierarchical objectives, and to achieve organizational goals has a task: Formulating a vision and the organization's mission includes the general formulation of philosophy and objectives, developing an organizational profile that mirrors its inside conditions, evaluating the outside climate of the association including contenders and relevant variables, recognizing each essential choice to figure out which technique is the most fitting to the organization's vision and mission, and executing strategic choices by designating examine elective methodologies by changing the assets possessed by the outer climate of budget resources that emphasize the suitability of tasks, structures, technology, and reward systems. After analyzing the IAIN Curup related to the advancement of educational skill and expert fitness of lecturers using SWOT analysis, including making strategic plans that are formed in the annual plan, compiling an evaluation of the performance of the examination program toward the start of every semester. Every arranging movement always involves all levels of the institution.

The SWOT analysis determined in the preparation of the educator competency advancement management program in the IAIN Curup that the author studied, all three used a position analysis using the SWOT approach. By the SWOT analysis approach and its application are:

- a) How are the strengths ready to make the most of the current opportunities?
- b) How to deal with weaknesses that prevent advantages of the current opportunities?
- c) How strengths can comfort the existing threats?
- d) How to defeat weaknesses that can cause a threat to turn out to be genuine or make another threat?

The four components above form the SWOT abbreviation (Strengths, Weaknesses, Opportunities, and Threats). This cycle includes defining the particular objectives of instructive theory or projects and recognizing internal and external components that help as well as that do not accomplish these objectives.

Strategic management theory in this study relies on the theory developed by Harold Kerzner and reinforced by the hypothesis developed by Jauch and Glueck. The theory of strategic management could not be isolated from all-out quality administration which rationally centers around clients. This hypothesis is utilized as a viewpoint in analyzing the development of instructors' skill in training and instructing: (1) to dissect and analyze the internal and external climate to choose the best option from open choice alternatives to respond to customer needs and customer satisfaction and help understand planning. Quality is beginning from system detailing, technique execution, and assessment and control, and (2) breaking down the connection among procedure and utilitarian arrangements in the association.

As indicated by [4] "The strategic management process consists of three stages: strategy formulation, strategy implementation, and strategy evaluation." The standard in essential administration is the presence of a technique detailing that mirrors the genuine wishes and goals of the organization; there is an implementation strategy that describes how to achieve the goal. The fundamental target of the usage procedure is the soundness of destinations and assets (improvement of teachers' educational and expert capability). Procedure detailing is the demonstration of actualizing methodologies that have been set up into different ideal asset designations. The principal focal point of methodology assessment is estimating teacher execution because of creating speaker ability and the formation of a successful input system [18].

To be more centered around the model or type of instructive competence advancement and expert skill, recommended by [17] as follows: separate four principle models of an expert turn of events, contingent upon the sort of work embraced, its concentration and the job of the unit staff, first, there is the expert assistance model, in which specialist's administration can be used for taking care of a distinguished issue. Second, the directing model is embraced by staff that considers them to be as helping understudies and educators with settling they are getting the educating/instructing issue. Third, the collegial model is embraced by unit a staff who works in a closely coordinated effort with instructing staff. Fourth, a mixed methodology, including every one of the three models, is required in advanced education improvement to react to the exceptional interest of every circumstance [16].

There are 4 types of expert skill, First, the expert assistance model, which is a specialist professional help, is another test for training professionals, it is demanded that lecturers or as educators must master multi-media learning by technological developments; Second, the counseling center model, for example, a counseling center for educating strategies. This model is to look for

exhortation from instructors and understudies implies conceding a shortcoming or failure to manage. So here the instructors or speakers are needed to dominate top to bottom information to manage the issues of understudies; Third, collegial models for understudies and between instructors by tackling issues that happen in their educating and learning measure, however, this model is possibly proper and successful when used to attempt to take care of new issues, and this model is not compelling in the event that we can discover the arrangement in books. Library books or in practice that happens. Fourth, electric approaches which including the three models mentioned above, this model is required in the development of advanced education to react to the extraordinary requests of every circumstance.

The execution technique in developing the competence of expert instructors is carried out at the IAIN Curup through the process of socialization, coordination, synchronization, technical planning, program implementation, supervision, and monitoring. The program implementation process is carried out as an effort to implement strategies and policies into action by organizing the HR engaged with it. The usage of independent competency development in the form of seminars, workshops, symposiums, and training which is not yet continuous intensive has not been able to help the improvement of instructive and expert abilities. Types of advancement that can uphold the pedagogical competence and professional potential of lecturers, according to [16] the summary is as per the following: (1) Development of hypothetical and theoretical skills and development of expert teacher capabilities has been generally planned through advanced education programs with various forms of development competence of lecturers, [16] said that improving professional competency can improve lecturers' achievement. Through continuous intensive business processes to improve technical, theoretical, conceptual, and moral abilities of lecturers by the needs of the job through education and training; (2) competency development of multimedia learning; (3) the quick improvement of advanced innovation is another test for training professionals, including instructors. Specialists see that the dominance of multi-media learning by lecturers on technological developments greatly impacts their achievement in giving the learning cycle in advanced education. By the opinion of [15] that the professional development model, one of which is an expert help model, which is a specialist professional assistance, is another test for training experts, it is demanded that lecturers or as educators must master multimedia learning by technological developments.

To develop the ability of mastering multimedia learning, a few innovation offices are required (1) Development of information engineering competence. The fast improvement of data innovation is another test

for training professionals. Training specialists see that speakers' authority of data innovation enormously impacts their achievement in overseeing learning in advanced education. Along these lines, educators should be given preparation in the utilization of different sorts of data innovation; (2) The development of management competence and systems of advanced education is unique in relation to the executives in different establishments. Likewise, the management model applied in a university has changed dependent on the improvement of the college. With this assumption, instructors as the primary piece of advanced education are really should have been straightforwardly engaged with overseeing advanced education, both at the level of university, faculty, study programs, and teams specially formed for specific objectives. In this manner, the advancement of the management capacities is significant for speakers, so their managerial and the board aptitudes should be consistently enhanced. To help the administration capacities of educators, the type of advancement is important to give concentrated and consistent preparation on general management, college management, and lecturer academic administration, formulation of educational strategies, basics of educational planning, curriculum management, decision making, and administration; (3) Development of curriculum competencies, in light of the fact that the educational program is a significant establishment for producing high-quality understudies. A decent educational program is an educational program whose substance focuses on the capacities of understudies and can urge their capacities to be creative and innovative. This is the place where an instructor plays an important role.

As a result of the advancement of academic ability and expert capability in its usage, instructors have not been based on the 6 (six) values in the life of the education and teaching process. According to [18] in his lectures, [23] and [18] in his lectures, said that: "To face a very complex life and competition from teacher educators in carrying out their competences, it must be based on six life value systems consisting of (1) Theological Value, (2) Logical Value, (3) Ethical Value, (4) Physiological Value, (5) Aesthetic Value, and (6) Teleological Value." To deal with very complex life, including the condition of educators experiencing competition because of the rapid changes, inevitably, the exchange of values cannot be avoided. The advancement of philosophy, science, technology, has produced an increasingly advanced culture; this process is called cultural globalization. In any case, an undeniably globalized culture profoundly affects moral viewpoints, so instructors in carrying out their competence need to be based on these six life value systems, that 6 (six) life values are needed for educators so that educators can foster and develop an academic atmosphere that is healthy, well-mannered according to

academic values and norms, and has a noble character that is beneficial to himself, society, the nation and the state and can be an example for his students.

5. CONCLUSION

Pedagogic and professional competence development programs, holding seminars on instructing and learning strategies just as holding education and training related to learning management techniques, but the activities are temporary because the priority program is the admission program for new students. However, some specific policy findings have been implemented related to the improvement of instructor ability in the IAIN Curup, including (a) policies that refer to laws, regulations from the government, the system of national education on teachers and lecturers, explaining that lecturers must have qualifications Minimum academic is master degree and have qualified competence; (b) In terms of science, there is a policy from the deans and heads of study programs in developing the competence of lecturers, in the form of sending lecturers to attend seminars, training, workshops and carrying out research published in both national and international journals.

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