

Reality of Lecturers' Performance, What's Next?

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ABSTRACT. The education substance is making good generation, but what we see today? Yes, the answer is to provide quality education. So the question is, who is responsible? Yes, teacher or lecturer. The common thread has been found, so it is the responsibility of educational institutions to find and foster lecturers. Furthermore, we could say, the root problem of today's shortages is the institution neglect and the incompetence (lecturers). Therefore, this study seeks to obtain data in order to prove deficiencies in lecturer performance, so that corrective actions are known. To conduct this research, scientific efforts are needed including qualitative methods, descriptive analysis, and triangulation analysis. The results of the study found details of lecturer performance problems, including 1) low education level and functional rank, 2) lack of collaborative research and publications at reputable national and international levels, 3) lack of cooperation in service and recognition from reputable institutions at the national and international levels

Keywords: *Reality, Lecture, Performance.*

1. INTRODUCTION

The globalization era has given birth to various advances, both in technology fields, industry and information. This, naturally has increased the competition tension, starting from the American-China trade war, to the birth of free trade between countries, even the biggest impact is changing patterns of human life, including education [1]. Therefore, in order to face these challenges, it is necessary to develop quality human resources, who are ready to compete with globalization, scientifically tested, mature in expertise and character. The facts have proven, the competition is getting tougher, but Apple, Google, KFC, and etc. are getting ahead. This is not a coincidence, but they are prepared with superior human resources [2]. They try to see how the future changes, then prepare themselves, and to be winner in the end. Fauzi said change was not a problem, progress was not an obstacle, but a dynamic for the better [3].

As an institution that is responsible for the development of Indonesian people, the Ministry of Education seeks to invite all stakeholders, especially education organization, both private and public, to take part, namely presenting graduates who are competent, have global insight, character, and internationally competitive. To make this happen, the Ministry of Education feels it is needing to improve education quality standards. Many studies explain, behind an organization success there are comprehensive rules [4].

By carrying out, output and outcome concept, now, higher education is no longer relaxed, but

should work hard to meet the accreditation assessment standards. With this concept, the Ministry of Education forces all higher education institutions to prioritize quality education, where *Tri Dharma* lecturers should lead to tangible results, at least universities contribute to the national development. Thus, in every educational activity organized, educational institutions take an action measurable and results-oriented, and all of that, controlled in an education management system [5].

By setting high accreditation standards, the Ministry of Education hopes that all academicians and higher education institutions are responsible for students. That all efforts in education, research and dedication are solely for the creation of superior human resources, globally competitive, contributing to innovation and community welfare. In fact, the strict assessment of accreditation standard is solely for institution goodness in the future. The Ministry of Education hopes, educational institutions carry out their duties as agents of change, as well as possible, then institutions will get the results at last because of the important role of lecturers in the accreditation.

So, both educational institutions and lecturers should work together in developing human resources. Thus, the hope of presenting quality education implementation, producing scientific journals which contribute on science and industrial growth, contributing directly toward society welfare could be realized, and then education institutions will achieve good accreditation scores.

Lecturers are professionals, whose main task

is to teach, research and serve the community. Of these three things, lecturers have a strategic role for the institution, especially in terms of accreditation. Educational institutions realize that the role of lecturers in the assessment of accreditation is crucial, considering that all matters relating to lecturers are an aspect of assessment. Thus, the task of education institution is to develop human resources (professional and integrity), in order to provide accreditation best score. Prasetyo argue, getting a good accreditation score has an impact on popularity (positive image) [6]. Then, the institution is widely known, becomes famous campus, has a network of cooperation, and that's all provides great financial benefits. Therefore, it is inevitable for every high-performing lecturer. This means, lecturers are qualified in science (scientific competence), produce useful scientific work, and dedicate themselves in advancing society. Anggraeni stated, lecturer performance is a parameter of institutional progress, which means it's contribute to the nation intellectual life [7].

Tone, et al., explained that the success of the institution is a manifestation of lecturer performance [8]. This means, various achievements of educational institutions are work hard of lecturers, it's important for educational institutions to be respect on lecturers and valued figures, by providing comprehensive appreciation. Moreover, whether or not the college is very dependent on its teaching staff, more qualified the teaching staff then institution's popularity is up, and can attract public interest to study at the institution.

Lucky & Yusoff stated, the breath of educational institutions is lecturer's performance. The low performance of lecturers, indicates poor quality of education. This means, educational institutions haven't opportunities in the future. The true meaning, institutions get many losses due to the low lecturer's performance, like a low reputation, a little cooperation and government grants, and a few students [9].

Runi, et al., argued, the first and foremost thing in education is the teaching staff. So, the good quality of the teaching staff is a reflection of institutions educational progress in the future [10]. Furthermore, education personnel can provide hope by achieving good accreditation, so that it can attract public interest to become part of an educational institution.

The explanation above explicitly emphasizes that higher education institutions need qualified lecturers to get good accreditation scores. It's could be increase the positive image of the institution,

which indirectly affects public perceptions of the university education quality. However, to improve performance, institutions need to take part, for example by providing scholarships for undergraduate education, research and innovation incentives, awards for outstanding lecturers, appreciation in the form of training and etc.

2. METHODS

Basically, this research draws on the concept of inductive thinking, and to make it happen, using a qualitative research approach is a more effective way. That is, by involving oneself directly and confirming phenomena to data sources is the right thing in understanding the problem. In addition, qualitative focuses more on an in-depth disclosure of the sample data source characteristics. So that the information obtained is more accurate in presenting the desired symptoms and models.

The follow-up of the qualitative approach in this study is to use exploration techniques. The steps in obtaining data are carried out directly through interaction and communication, both by observation and interviews. For this reason, qualitative methods are considered more appropriate in posing research problems, so as to obtain a more complete picture of the phenomenon. In the next stage, it is necessary to determine the analysis unit (population and sample), in this study are lecturer performance data, consisting of:

2.1 Educational data

To get actual education data, the authors download the data on the PDDIKTI page, as the main base which contains detailed lecturer data

2.2 Rank data

To get lecturer rank data, the author directly asks the HRD department, thus obtaining valid data about lecturer ranks by default.

2.3 Certification data

To get lecturer certification data, the author directly asks the Head of Personnel regarding the data for lecturers who have received complete and actual certification.

2.4 Research data

To obtain lecturer research data, the authors asked Universitas Pamulang's Institute for Research and Community Service (LPPM), as an institution that accommodates lecturer research, both internal and external.

2.5 Scientific publication data (Journal & Books)

To get lecturer scientific journal data, the author accesses the Sinta Ristek Dikti page, on that page

contains complete and actual scientific publication data for lecturers.

2.6 Data on service activities and intellectual property, researchers obtained from LPPM the University

The analysis technique uses a triangulation model. Namely, a way of analyzing data by suggesting and explaining based on descriptive approach, generally data is presented by comparing, either with other data or with a standard or criteria. In this study, the analysis was carried out in three stages, including data reduction, data presentation and conclusion.

a. Data reduction

Data reduction is a simplification made through selection, focusing and validity of raw data into meaningful information, making it easier to draw conclusions

b. Data presentation

The presentation of data that is often used in qualitative data is a narrative form. Data presentations are in the form of a collection of information arranged systematically and easily understood.

c. Conclusion

Making conclusions is the final stage in data analysis, by looking at the results of data reduction still referring to the problem formulation and objectives. The data has been compiled are compared with one another to draw conclusions in response to existing problems

3. RESULTS AND DISCUSSIONS

3.1 Descriptive Analysis

Based on research analysis, it can be argued that the contribution of lecturer education performance to tertiary accreditation is as follows:

- The educational linearity of undergraduate lecturers with the Study Program, ranges from 73% - 74%, falls into the moderate accreditation category. This data explains, to achieve B accreditation, efforts to improve other standards are needed. Meanwhile, to get accreditation "A" is very difficult to achieve. From the available evidence, university get an accreditation score of 2.
- The number of lecturers with doctoral education is very small, ranging from 1.2% - 3% of the total. From existing data, university get an accreditation score of 2.
- The number of lecturers with the rank of Head Lector is very rare, almost nonexistent. This is a major problem, which causes the acquisition

of tertiary accreditation scores to be very small (in the education performance category)

- The number of lecturers who have certified is 9% - 12%, which is low. This is the second main reason after rank, which results in a low college accreditation score, which is only 1 score.
- Based on the four analyzes, it can be concluded that the contribution of lecturer education performance to tertiary education accreditation is in the moderate category, with the percentage 37.5% of real achievement.

Based on research analysis, it can be argued that the contribution of lecturer research performance to tertiary accreditation is as follows:

- The number of lecturers' research is very small, when compared to the number of permanent lecturers, especially research funded by international institutions. This fact, only contribute an accreditation value of 2 (two).
- The number of scientific papers published is very small, when compared to the number of permanent lecturers, especially journals published internationally by reputable institutions. This fact, only contribute an accreditation value of 1 (one).
- The number of scientific works that have intellectual property rights or are recognized nationally or internationally is very small. This fact, only contribute an accreditation value of 3 (three)
- Based on the three analyzes, it can be concluded that the contribution of lecturers' research performance to tertiary education accreditation is in the moderate category, with the percentage of real achievement of 50%.

Based on research analysis, it can be stated that the contribution of community service performance to tertiary accreditation is as follows:

- The number of PKM activities for lecturers is very small, especially community service funded by international and national institutions. This fact, can only contribute an accreditation value of 2 (two).
- The number of scientific papers from community service activities is quite small, especially scientific journals published at international and national levels. This fact, only contributed to the

- accreditation value of 1 (one).
- The number of scientific works from community service activities that have intellectual property rights or are recognized nationally or internationally is quite small. This fact, can only contribute an accreditation value of 2 (two).
- Based on the above analyzes, it can be concluded that the contribution of lecturer service performance to tertiary education accreditation is in the sufficient category, with a real percentage 50% of achievement.

3.2 Discussion

TABLE 1. Summary Of Lecturer Education Performance

Criteria	Number of Indicators	Total Score	Accreditation Score	Average Score	Percentage of Score Achievement
0 = Very Low 1 = Low 2 = Enough 3 = Good 4 = Very Good	4	16 (Max Value Criteria x Number of Indicators)	6	2 (AS / NI)	37,5% (AS / TS)

Note: AS = Accreditation Score; TS = Total Score; NI = Number of Indicators Source: Research data, 2020

The table above explains:

- Explicitly, lecturer performance in education is very low, this has an impact on the achievement of low tertiary accreditation, amounting to 37,5%.
- Implicitly, low educational performance has an impact on the poor quality of education. Thus, the organization loses opportunities in the future (Ex. Poor image, Few students).

TABLE 2. Summary Of Lecturer Research Performance

Criteria	Number of Indicators	Total Score	Accreditation Score	Average Score	Percentage of Score Achievement
0 = Very Low 1 = Low 2 = Enough 3 = Good 4 = Very Good	3	12 (Max Value Criteria x Number of Indicators)	6	2 (AS / NI)	50% (AS / TS)

Note: AS = Accreditation Score; TS = Total Score; NI = Number of Indicators Source: Research data, 2020

The table above explains:

- Explicitly, low lecturer research performance has an impact on low accreditation achievement as well, by 50%.
- Implicitly, the low performance of lecturers' research has an impact on the low participation of universities in scientific advancement. This means that educational institutions are not recognized for their contribution to the intellectual nation life. As a result, the organization loses the opportunity to increase popularity and cooperation.

TABLE 3. Summary Of Lecturer Community Service Performance

Criteria	Number of Indicators	Total Score	Accreditation Score	Average Score	Percentage of Score Achievement
0 = Very Low 1 = Low 2 = Enough 3 = Good 4 = Very Good	3	12 (Max Value Criteria x Number of Indicators)	6	2 (AS / NI)	50% (AS / TS)

Note: AS = Accreditation Score; TS = Total Score; NI = Number of Indicators Source: Research data, 2020

The table above explains:

- Obviously, the low performance of lecturers in the field of service has direct impact on the achievement of tertiary accreditation, by 50%.
- Furthermore, this low performance will have an impact on public recognition for its contribution. Thus, the university loses the opportunity (Ex. Public sympathy, government recognition).

4. CONCLUSIONS AND FURTHER RESEARCH

The research results suggest, the lecturer performance is low. This finding clarifies the impact that the university has, namely the achievement of accreditation at a sufficient level. This means that the quality of education is not good enough. Of course, in the long time it can result in:

- a. The image of educational institutions is not good, so it has an impact on interest in learning.
- b. The quality of education is underdeveloped, resulting in little recognition and appreciation from national and international institutions.
- c. The progress of science is stagnant, so it has little cooperation, both with national and international institutions.

In addition, explicitly low lecturer performance means:

- The achievement of university accreditation is low.
- Organized learning activities are less professional.
- Little scientific work means little contribution to the science advances.
- Little involvement in scientific and community activities, means little appreciation

All of these things will significantly impact the existence of the university in the future. Few students, less public interest, is the final result caused by the low performance of the lecturers. In other words, the campus is threatened with bankruptcy due to the low performance of lecturers

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