

Competencies Development for Lecturers at Faculty of Letters in Private University

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Abstract— This research was aimed to describe how the real image of the competencies of lecturer at Faculty of Letters and the faculty's effort in encourage the development of lecturer's competencies. This research used a qualitative descriptive method. The data were taken by an interview and documentation studies. The results of the research showed that all lecturers of which have master's academic qualifications are 106 publications that have been produced by lecturers in the last three years. Nine lecturers have practical positions issued by the government; nine lecturers have certified lecturers from the government; all lecturers, participating in their personal and systematic development activities. All lecturers have joined in skilled associations. The effort carried out by the faculty is to encourage each lecturer to study further; improve the quality and quantity of research and systematic publication; improve operational position qualifications and obtain a lecturer certification; always develop themselves and their knowledge; active in qualified organizations, and improve information technology skills. The things that need to be improved are the quality and quantity of scientific publication to support functional promotion and lecturer certification. The Support from institutions and the lecturer's effort are needed to develop their competencies in order to be able to adjust the demands of the dynamic of development and the needs of the world of education. Based on these things, it can be concluded that the lecturers' competencies and the efforts that have been made by the faculty to develop lecturer competencies are good.

Keywords— *competencies, development, lecturer*

I. INTRODUCTION

Lecturers are one of the essential components in college's education system. The role, duties, and responsibilities of lecturers are very important in realizing the goals of national education. Soedijarto explained that to be able to carry out the role of campus as an institution of value socialization, the basis of knowledge, attitude, commitment, ability, and discipline, requires a lecturer who have a capability, sense of responsibility, honesty, professional sensitivity, and a high dedication to the profession, the nation, and the country. That kind of lecturer is not only presents information and knowledge that is packaged in the subject without knowing the influence on the students, but caring about themselves and their environment [1]. Furthermore, Pramudyo explained that in order to improve the quality of higher education in

Indonesia, a comprehensive improvement is needed in the related elements of it. One element that has a very important role in improving the quality of higher education is the competence of the lecturers. [2].

Therefore, the lecturers must have four competencies to carry out educational and teaching tasks covering pedagogic, personality, social, and professional competence. Law No. 14 of 2005 explained that lecturer's competencies are comprehensive and unity that each other are mutually related and mutually supportive. Pedagogic competence is an integral part of the four main competencies that lecturer should have. These four competencies are integrated in the performance of lecturers while carrying out their profession. [3]. Kartadinata explained that demands ability to lecturer include ability as an educator, ability to do a research, and devotion to society as has been arranged formally in the provisions of legislation. Lecturer's competence is realized in the following matters: 1) Knowing the depth of learners who want to be served; 2) Mastering the theoretical repertoire of scientific and packaging theory, principles, techniques and procedures as a learning materials; 3) Organizing lesson that educates, using theoretical repertoire, procedures and techniques in the field of science are taught as a context; 4) Finding an alternative solution that needs to be studied, so that every learning experience and course content is really in the context of the occupied. [4].

Grote stated that competence is a fundamental characteristic of an individual that is related to the size or reference of the effectiveness or failure of performance in a particular job or situation [5]. McAshan explained that competence is knowledge, skills (psychomotor), and a specific competence that expected from a person in carrying out their functions, positions and roles in the world of work. A Competence refers to a person's ability to demonstrate their performance at the desired level in the world of work. The concept of competence includes at least three issues, that are: 1) A basic competency frame of reference is constructed by involving standardized measures recognized by a relevant industry circles. 2) A competency can not only be shown to other parties, it must be proven in carrying out the provided work functions 3) Competence is a value that refers to the satisfactory performance of individuals [6]

Research on lecturers' competencies was conducted by Triyono suggested the importance of institutional support for lecturers to always strive to develop their competence so that they can help lecturers increase their knowledge, skills,

and welfare in order to improve the quality of teaching, research and community service activities. [7]. In addition, Wan Kamaruddin explained the lecturer competencies needed in polytechnic technical and their influence on the efficacy of lecturers. [8] Along with this opinion, Noraini explained that there was a positive and significant influence between lecturer's competence and student's satisfaction. Lecturers must have special competencies in accordance with their fields in order to produce graduates who are able to compete globally [9]. However, these previous studies have not shown how the development of lecturers' competencies through regular and continuous programs so that lecturers are truly high-quality and capable of advancing higher education. Following with the opinion of This research explained how the condition of lecturer's competence in Faculty of Letters in Private University and the efforts made by the faculty in order to reach the demands of the availability of professional lecturers to achieve the vision. This research was aimed to describe the actual condition of the lecturers' competencies, and the efforts that have been made by the faculty to improve the lecturers' competencies. This study used descriptive qualitative method. Data was obtained by interviewing the dean of the faculty of letters and documentation studies.

II. METHOD

This research is a case study in Faculty of Letters of Universitas Komputer Indonesia. The method that used is a descriptive analysis method with the instrument of research in the form of documentation studies and interview with the Dean of Faculty of Letters of Universitas Komputer Indonesia on July 12, 2018. Documentation studies was conducted to find out the real condition of lecturer's competence in the faculty, while interview was conducted to know the faculty's effort in developing lecturer's competence.

III. RESULTS AND DISCUSSION

From the result of documentation studies and interviews, explains that the development of professional, pedagogic, social, and lecturer's personalities is carried out with:

A. Encourage each lecturer to study further.

Each lecturer is encouraged to develop themselves through formal and non-formal path. The formal path that used for the development of continuous lecturer is by taking a doctoral program in postgraduate education. The other education paths that can be taken are through training and short course. Following with this education program, a lecturer must pay attention to their expertise and scientific linearity in accordance with the chosen skill mapping.

In this time, Faculty of Letters has 14 permanent lecturers with 2 persons with S-3 qualification, 12 persons with S-2 (5 persons are currently taking S3). Based on the table 1, it can be seen that currently the education level of the lecturers in the faculty has met the minimum requirements set by the government, namely all lecturers already have a master's degree. The development of lecturer education level continues to be carried out with the number of lecturers who continue their studies to the doctoral level.

This aims to improve performance so as to produce better graduates in order to be able to compete in global competition. This is in line with the opinion of Mursidi and Sundiman, who stated that one of the ways to be able to become a world-class university is by developing lecturer professionalism through increasing lecturer education to the doctoral level [10]. Furthermore, Griffioen and De Jong stated that professional development of lecturers through formal education and active participation in research could influence self-efficacy and assessment.[11]

TABLE I. RECAPITULATION OF EDUCATION LEVEL

No	Lecturer's Education Level	Quantity
1	S-2	7
2	S-3	2
3	Currently Taking S3	5
Total		14

B. Encourage each lecturer to improve the quality and quantity of Research and Scientific Publication.

Lecturers are encouraged to conduct an independent research or a funded research paid by university, The Ministry of research technology and higher education, of Republic of Indonesia, or other parties. In addition, lecturers are required to publish their scientific work in seminars and / or scientific journals.

Here is the scientific publication of The Faculty of Letters in the last three years presented in the table 2:

TABLE II. SCIENTIFIC PUBLICATION

No	Scientific Publication	Quantity
1	Text Book	9
2	Journal	17
3	Proceeding	80

Based on table 2, it can be seen that the quantity of research over the past 3 years has been good, it's just that there is a need to improve the quality of research and publications in reputable international journals. This is in line with Heming and Hill's opinion that quality research is highly valued in the academic world and will have a positive influence on individual lecturers themselves or for their institutions. [12]. Furthermore, Elen stated that there was a positive contribution between teaching activities and research activities conducted by lecturers. Therefore, the Faculty needs to develop the concept of teaching-research activities to improve lecturer competencies [13]

C. Encourage each lecturer to improve functional position qualifications and obtain a lecturer certification.

The functional qualifications for permanent lecturers at Faculty of Letters are presented in the table 3:

TABLE III. LECTURER FUNCTIONAL POSITION

No.	Functional Position	Quantity
1	Instructor	5
2	Lecturer	2
3	Senior Lecture	5
4	Associate Professor	2
	Total	14

Furthermore, the recapitulation of Faculty of Letters's certified lecturer has been presented in the table 4:

TABLE IV. CERTIFIED LECTURER

No.	Department	Certified Lecturer
1	English	6
2	Japanese	3
	Total	9

By observing table 3 and table 4 it can be seen that lecturer competence is important for the career of lecturers. This is in accordance with what was stated by Jaafar that the competence of a lecturer can influence the promotion of individual lecturers themselves, whether it is related to rank or position within the institution itself [14].

D. Encourage every lecturer to always develop themselves and their knowledge.

The faculty always encourages every lecturer to participate in a various activities in the development of language skills, learning methods, and the development of teaching materials, with a various kinds of scientific activities or discussion groups to improving the quality of knowledge and learning. This is in line with the opinion of Sudirman who recommends that the need for institutions to always motivate teachers to constantly develop their knowledge and teaching methods and strategies [15]. Furthermore, Ismail also stated that in order to create excellent graduates, lecturers need to continue to develop their knowledge through various consistent and sustainable training programs.[16].

E. Encourage lecturers to be active in professional organization.

The Faculty provides a huge support to lecturers to be part of the related procession organizations, both as members or administrators, such as the Association of Japanese Studies in Indonesia (ASJI), the Indonesian Linguistic Society (MLI), the Association of Japanese Language Education Studies (ASPBII), the Association of Indonesian the English Study Program (ESAI), and the Indonesian Japanese Study Program Consortium (KPSJI). This is in line with the opinion of Ashsiddiqi who recommends that the need for every teacher to always develop his social competence by joining an organization [17]. In addition, Mou Yang and Maxwell argue that one of

the benefits that can be obtained by being a member of an organization is the ease of exchanging information so that it can help improve efficiency and performance. [18]

F. Encourage lecturers to be able to mastering Information Technology.

As an information technology-based university, the faculty considers that lecturers need a training program using a various kind of information technology that available today, from computer, television, telephone, video conferences, and the world of Internet. The ability to utilize information technology is needed in educational planning. related to analysis, design, implementation, management, and the evaluation of instructional education. This is in line with the opinion of Rodriguez and Cardenas who stated that one of the efforts in developing professional competence was the importance of mastering the use of information technology wisely and effectively [19]. Furthermore, Dziki, Nsubuga, and Nkonki who recommends that the need for universities to strengthen knowledge of ICT to their lecturers supports the development of their competencies [20].

Based on the findings of the study, the real picture of lecturer competence in the faculty of letters and the efforts made by the faculty are good. The lecturer is the holder of a very important role strategic in the teaching and learning process. therefore the development of lecturer competencies is very influence the implementation of the activity process teaching and learning and being one of the main ones from the education process. Good lecturer competence will also have a good influence on improving the quality of learning. This is in accordance with Ali's opinion which states that lecturer competencies will have an impact on lecturer achievement. Lecturer achievement and will contribute to the quality of the university and its alumni. The performance of a lecturer will have a major impact on the implementation of education effectively. Lecturer performance as an educator must be achieved effectively so that it can support the success of the learning process. [21].

Therefore the development of lecturer competencies must be carried out and become the responsibility of the entire academic community.

IV. CONCLUSION

Lecturer's competencies at The Private University is quite good. However, we still need to improve the quality and quantity of research to support functional promotions and lecturer certification. Therefore, the support from institutions and the lecturer's effort are needed to keep develop their competence in order to be able to adjust the demands of the dynamics of development and the needs of the education world.

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