

LECTURER PROFESSIONAL DEVELOPMENT (Case studies in three state-owned colleges in Bandung, West Java, Indonesia)

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Abstract

This study is aimed at investigating policy, design, implementation, evaluation, and supporting as well as discouraging factors which inhibit the lecturers' competence development in three state-owned colleges in Bandung, West Java, Indonesia. The study also attempts to propose a model for lecturer professional competency development. The study reveals that policy and development programs towards the betterment of lecturer professional competency exist in the three institutions. Programs for lecturer competency development are generally in line with the so called Strategic Plans of the Faculty or Department and are based mainly on the internal conditions of the institutions. The programs, are, among others, support for lecturers' further study (Master's or Doctoral program at home or overseas), or participation in short courses, academic activities such as discussion, seminars, workshops, and individual studies through various kinds of research. Those activities are useful for the lecturers to enhance their professional competencies, including pedagogic, professional, personal, and social competencies. The study also suggests that in implementing these programs, there are some factors which support as well as those which hinder the realisation of the programs. Supporting factors include development projects funded by the Ministry of Education, grants offered by the institution in collaboration with the lecturer development program, supports from the units within the institution, and the lecturers' motivation to enhance their own competency on their own expense. Meanwhile, hindrances include the very limited number of opportunities given to the lecturers to participate in different activities that can promote their professional competencies, limited financial support from the Ministries, and work load.

Key words: Lecturer Professional Development, higher education

Higher education institutions play an important role in producing human resources with quality. This is in line with the objective of higher education, as stated in the Government Rules Number 17 of the year 2010 that the administration and operational services of education is aimed at establishing human characters with strong belief to God The Almighty,

noble, highly-inspired personality, healthy, knowledgeable, dependable, critical, creative, innovative, self-starter and entrepreneurship-like; and being tolerant, socially sensitive to the environment, democratic, and responsible. Towards the attainment of the objective, universities with all their supporting capacities, especially the academic staff (lecturers) that play

the key role in the teaching-learning activities, need to be well prepared. Human resources at higher education serve as social asset, moral strength, and the main characters of nation and culture vital development which need to be managed in accordance with the values and higher education norms (Higher Education Long Term Strategies/ HELTS 2003-2010, 2004:11).

As stated in the Indonesian Act number 14 of the year 2005 on Teacher and Lecturer, a teacher and a lecturer assume the responsibility of a professional educator and a scientist to transform, develop, and disseminate science, technology, and art through education, research, and public services to the community (Chapter 1 P1 A2). Quality and reputation of higher education institution is strongly determined by the credibility of the three pillars of public services as practiced by a university. As such, a lecturer has a central and strategic role to play in establishing either low or high quality of a higher institution (State-Owned Universities Strategic Plan for Lecturer Development 2010-2014, DGHE, 2010:13).

Statistically, the number of state-owned university lecturers with undergraduate level of education is 38,281 or 60.5% of the whole population of teaching staff, and 10,167 lecturers with graduate level of education is 16,0% of the total number (DGHE, 2010:23).

The composition as illustrated above suggests that many of the lecturers need to advance their knowledge by attending Master's or Doctoral program

to meet the minimum qualification to be a lecturer as stated in the Act of The Republic of Indonesia on Teacher and Lecturer number 14 of the year 2005. Higher education institution is obliged to produce graduates with excellent command of knowledge, skill, expertise, motivation, and self-reliance in order to survive, work, and adapt to the ever changing and developing world. Part of the reason is that the professional development of a lecturer proves to be dynamic and needs to be developed along with the demands of the changes.

Based on the importance of the role higher institutions play to prepare human resources with quality and the degree of strategic functions of a lecturer in the teaching-learning process, this research is concerned with "Management of Lecturer Professional Competency Development".

Previous research related to state-owned colleges is very rare. Other than that, it has been exposed that this kind of college has its own stake holders, its specific market in that the aims and the standards it applies are more identifiable as compared to other colleges not organized by the Government. According to The Act of The Republic of Indonesia number 20 of the year 2003 article 29 on National Education System, it is stated that:

1. Educational program of government-owned institution is a professional education run by state-owned department or non-departmental government office.
2. Government-owned educational program functions as enhancement

of competency and skill in accomplishing government employee-to-be or employees' work performance at the department or non-departmental government office.

3. Government-owned educational program is run through formal and non-formal education.
4. Regulations of running the educational program as stated in the sections (1), (2), and (3) are further formulated in the government act.

Among the government-owned institutions as aforementioned are *Sekolah Tinggi Kesejahteraan Sosial (STKS)*–College of Social Welfare in Bandung city, *Sekolah Tinggi Pariwisata Bandung (STPB)* – Bandung College of Tourism in Bandung city, and *Institut Pemerintahan Dalam Negeri (IPDN)* – Institute of Home Government in Sumedang city. It is these institutions that have been involved in the study reported in this paper.

The focus of problem identified in the present study is the management of lecturer professional competency development. The competency development of lecturer or academic staff is part of personnel or human resources development in higher education which is part of human resources management.

The range of the activity to develop therefore refers to the Castetter's (1996) concept of "*A typology of personnel development*", and as the title of the present study suggests, the human resources development being the subject of the

study concerns only with professional competency development. Hence, the components of development need and objectives are limited to the professional development.

The professional development in this study deals with competency development or professional competency of a lecturer or academic staff in higher institutions. By the statement as it is formulated by US NBPTS, there are five teacher and lecturer, namely a) commitment to school students/ university students and the learning process, b) knowledge of the material and the way it is taught, c) the responsibility of manage and monitor the learning process, d) being committed to thought of educational practice system, learning capacity and experience, e) participating in associations of educational profession.

According to the Indonesian Act number 14/2005, there are four competencies teachers and lecturers should own, namely pedagogic, personal, social and professional competencies. There are many things in common between the two sources of regulations in terms of the followings: the mastery of concept and the material to be taught; the basics of understanding and guidance of the learners; the method, process and management of learning; attitude and commitment being the lecturer. In the Act of Teacher and Lecturer, attitude and commitment are more explicit and wider comprising personal characteristics to be owned and social competency to be mastered by the teacher or the lecturer being educators (personal and social competencies). Therefore, in this study

the two competencies are explored since they both complement each other.

Based on the focus of problem as identified, the following main questions have guided the inquiry:

1. What lecturer professional competency development at the three West Java government-owned institutions had been planned?
2. How were the activities of lecturer professional competency development at the three West Java government-owned institutions organized?
3. How was the lecturer professional competency development at the three West Java government-owned institutions implemented?
4. How was the lecturer professional competency development at the three West Java government-owned institutions managed?
5. What was achieved following the development of lecturer professional competency at the three West Java government-owned institutions?
6. What factors contributed to the supporting elements or the constraints/potentials to the development of lecturer professional competency at the three West Java government-owned institutions?
7. What was the development model of the three West Java government-owned institutions?

Professional development in this study refers to the competency development or the professional competency of the lecturer or the academic personnel working at higher institutions. Detailed description of the

professional competency as discussed here refers to the standards of “*United States National Board for Professional Teaching Standards*” or US BNPTS, and The Republic of Indonesia Act number 14 of the year 2005 on Teacher and Lecturer. According to the US BNPTS, there are five capabilities or professional competencies of teachers and lecturers, namely a) commitment to school students/ university students and the learning process, b) knowledge of the material and the way it is taught, c) the responsibility of manage and monitor the learning process, d) being committed to thought of educational practice system, learning capacity and experience, e) participating in associations of educational profession.

In a similar vein, Makmun (1996) says that a professional lecturer is required to own competency, and the professional competency and the work performance owned would contribute to the quality of graduates. This is expected to lead to the development of the nation and which in turn would reflect the quality of civilized people, dignity of the community and all human beings in general.

The development of lecturer professional competency is expected to result in enhancement of lecturer’s competency and work performance in three aspects, in line with three pillars of higher education, including: education, research, and community services. A lecturer is considered professionally competent professional if s/he owns pedagogic, professional, personal, and social competencies needed in the educational practice, research, and

community services (see the document released by the Directorate general of Higher Education, DGHE, 2009:2).

The general objective of the study is to investigate the management of lecturer professional competency development at government-owned institutions. What bases the inquiry is that institutionally the government-owned institutions are under the supervision of the ministry under which they are managed but academically follow the policy or regulations as enacted by the Ministry of National Education. This study, as indicated above involves three state-owned institutions, including a college of tourism, a college of social welfare, and a college of home government.

Specific objectives to attain in the present study are to identify the following in the three institutions:

1. The design and planning of lecturer professional competency development,
2. The organization of activities of lecturer professional competency development,
3. The implementation of the lecturer professional competency development,
4. The management of the lecturer professional competency development.
5. The achievement following the development of lecturer professional competency,
6. Factors that support or hinder the lecturer professional competency development,
7. The model of lecturer professional competency development.

Method

Approach to the present study used is interactive-qualitative method. Qualitative approach is meant to collect, describe and analyze social behavior, belief, school of thought, and perception individually and group as well. In the interactive-qualitative approach, the researcher collect the data through one-on-one direct interaction with the expert informants in a real mode in the field (McMillan, James, and Schumacher, 2001:395).

The data were collected from the top management of the institutions, namely Chair (Dean) of the institution, Head of the Department, or Head of a Study Program, lecturers and students. Case study approach is used here.

Government-owned institutions serving as the subject of the study are the followings: an institution of the Social Ministry; an institution of the Ministry of Tourism and Culture; and an institution of the Ministry of Home Government. Sources of data include:

1. Top management including Chair and Assistants to the Chair, Head of Department, or Head of Study Program of the college.
2. Academic personnel, namely lecturers.

The techniques of data collection used are: interview, observation, and documentation studies. Steps accomplished include: 1) selecting participants and sites, 2) gaining permission to conduct research, 3) deciding on the type of data to collect, 4) developing means for recording information, and 5) administering the data collection (Creswell, 2008:240).

Result and Discussion

The findings of the study will be elaborated below to do with several aspects relevant to the purposes of the study, as illustrated above.

1. Policy

The three institutions being the subject of the study follow the policies of the ministry under which the programs are run respectively in terms of developing institutional programs and lecturer competency as well. In developing educational academic matters in relation to the implementation of the three pillars of public services, the policy of the Ministry of National Education is applied.

The college of home government, which is under the Ministry of Home Government, applies rules and regulations of its own with clarity and details as elaborated from the Ministry. All the infrastructures, the education and learning facilities, educational operational expenses, lecturer and staff's salary, student's needs are available on the ministry.

The college of tourism, which is under the Ministry of Tourism and Creative Economy, is more to the business orientation in the field of tourism. Conceptual application, principle and business approach is more intensified. Likewise, the learning program, the curriculum and the learning process are designed in accordance with the users' needs in the field of tourism. This college, therefore collaborates intensively with institutions and enterprises in the field.

The college of social welfare,

which is under the Ministry of Social Affairs, functions to give services to public at large, develops and handles social matters especially groups of people of lower classes, communities belonging to the poor, and abandoned homeless people. Work programs of this college refer to the policy, role and functions of the Ministry of Social Affairs. The curriculum is geared toward the development student competency in giving services and handling social and community problems. Activities done by the lecturers such as research and services to the public are directed to studies on conditions, development, problem-solving, and alleviating people of lower classes, communities belonging to the poor, and abandoned homeless people.

2. Development Planning

The three institutions aforementioned have each development planning on lecturer professional competency although the programs run remain as parts of other programs run simultaneously and general in nature. The activity of planning is integrated in the Strategic Planning of the Faculty, Department, Study Program or Section. It is implemented in a general manner or temporarily accomplished according to a chance available.

3. Development Accomplishment

Despite the limited financial support as prepared by the Ministry or the institution itself, the number of lecturers involved in the activity of developing professional competency remains high enough. This phenomenon

emerges in the three institutions under discussion. The case at IPDN indicates that the number of lecturers doing the activity of developing the program remains high enough. It happens that way not just because of the grant alone is available in great sum but also because of the chances given are wide enough: career development to a Professor. Unlike IPDN, STKS and STPB offer an academic functional position up to *Lektor Kepala* (Senior Lecturer) which is lower in rank than the Professor.

At STPB, lecturers continuing their study to the Master's or Doctoral programs is smaller in number as compared to those at IPDN and STKS. Part of the reason is that the number of lecturers at STPB is limited and the teaching-learning load is heavy making it less time available to study further to the higher levels of education. A common rule of meeting requirements also applies at STPB: a lecturer has to attend higher level of education in linear with his undergraduate level earned previously. At present, STPB lecturers are attracted more to enhance their vocational/professional competency as it is aimed directly to practical uses related to the stakeholders.

At the three institutions in this study, lecturers do various kinds of activities of developing the professional competency either by continuing their study to a Master's Program and Doctoral Program or attending short courses, short training, academic-scientific activities, and independent learning activity.

4. Evaluation

In general, lecturers at the three institutions under this study have every reason to enhance their professional competency as many of them continue their study to higher levels of education on their own expense. There are those who are initiated to widen their horizon outside their institutions by attending training, workshop, seminar, discussion, speech from experts, and many other activities related to their professionalism. They earn expertise to develop their competency, enhance their mastery of knowledge, education and teaching, research, and services to public.

Some of the lecturer professional competency developments support their career opportunity but some other do not in that they are less challenging in terms of promotion. Reasons for the case are among others policies or the existing regulations. One good example is that promotion to a position of a Professor is a possibility.

5. Further Exploration of The Findings

Work performance at large as shown by the three institutions supports the enhancement of professionalism in mastering the four competencies required by the Act of Teacher and Lecturer: pedagogic, professional, personal, and social.

As for the pedagogic competency, the lecturers have shown some mastery as they are capable to make a plan, implement and evaluate lectures, prepare material, select a method of teaching, use appropriate medium of

instruction, and develop evaluation tool for learning outcomes. As for the professional competency, they work on individual study deepening the field of study to apply for a classroom use, reading books, journals, research reports and hold discussion. They also write books, journals, paper and make use of the study to enrich the material for lecture purposes. In terms of personal competency, the lecturers represent their characters as educators. In giving guidance to students, they attempt to understand the condition faced by their students and accept their weakness as well as their strengths. Keeping relationships with their students conducive and helping students to have a good command of the knowledge transferred during the sessions in the classroom. Motivating and encouraging the students' learning strategies are among those the lecturers maintain to develop. As for the social competency, the lecturers make efforts to increase some collaboration with other lecturers, students and administration staff. In cooperating with other personnel, the lecturers show appreciation. In making decisions, common concerns are of their main share with justice. Senior lecturers helpfully assist the junior lecturers in the forms of individual guidance while accomplishing routine duties.

6. Supporting and Less Encouraging Factors

a. Supporting Factors

The major supporting factors of developing lecturer professional competency prove to be the policy,

a set of programs, financial aid, and opportunities for the lecturers to develop – all of which are made available by the ministries from which auspices are given respectively. Other supporting factors include institutionally related offices managing the lecturer development. Those offices are other higher education institutions, governmental institutions, private institutions, industries, and community institutions. Others can be in the form of various assistances generated from a unit of organizations such as Faculty/School, Department or Section which have power to design, plan and do various kinds of activities to develop the lecturers' competency. What proves to be the last supporting factor is competency, motivation and efforts on the lecturers' part to learn to enhance their professionalism. Lectures of the three institutions, in general, possess competency, spirit, and motivation sufficient enough to make a difference in terms of increasing their professional performances.

b. Discouraging Factors

The implementation of the policy and programs is sometimes only close to optimum since constraints, elaboration, communication, bureaucracy, administration, executives' weaknesses, and preparedness of the lecturers to follow all the procedures exist. The development programs available are actually hampered just because some requirements have to be met – fields of specific expertise or, linearity of a field of study. Even when financial support from the Ministries and the

Institutions is there to spend, services to all lecturers are not a possibility. Very selective phase of realizing the implementation then takes place. A cooperation between the institutions and other related institutions is sometimes hampered by technical matters such as incompatibility of the program, too many activities to do at the same time, time constraints, distance, executives, and many more. Other less encouraging factors come from the lecturers themselves. Those factors are overloaded work, inadequate field of study, limited sources of financial support for those who want to continue their study on their own expense, the lecturer's own incompetence, and low motivation to name a few.

7. Development Model of Lecturer Professional Competency

Findings and data analyses together with theoretical study on the lecturer professional competency development suggest a hypothetical model of lecturer professional competency development for especially government-owned institutions. Generalization for institutions other than the government-owned ones is possible since the characteristics of government-owned institutions are slightly different from the conventional higher educational institutions.

Professional lecturer as stated in the Act of Teacher and Lecturer is required to have four competencies namely pedagogic, professional, personal, and social competencies. These four competencies are to be developed further continuously.

Sources from which the competencies are exercised come from science and technology, arts, social-cultural environments, and both business and industry worlds. The process of developing lecturer professional competency must take place continuously. The process flows through programs provided by other institutions in the form of studying further to the Master's and Doctoral levels of education, short courses or training, and scientific-academic meetings such as discussion, panel discussion, seminar, workshop and the likes. These programs are available through supports from the Government – in this case, the ministries of the respective institutions, other educational institutions, and communities of related concerns as well as the companies employing the graduates.

Development of lecturer competency can also be attempted in the light of independent initiatives such as reading books, refereed journals, research reports written by the lecturers themselves. Other kind of development includes collaborating with other lecturers in the form of producing scientific works. This production can be related to the implementation of the three pillars of public services of the university/college: making innovations or revisions in the action of learning process, conducting research individually or in a team, or in a group of students as part of their services to public. The results can be organized to produce a scientific work beneficial the communities.

Other than producing scientific work in the form of research report, dedication and innovation, lecturers can produce articles issued in magazines, journals, books – lecture notes or even text books. All the products represent lecturers’ attempts to enhance their professional competency which in turn contribute to the issuance of certification or the promotion to a higher rank in their career development. Internal factors within the lecturers themselves make it plausible to support the lecturer professional competency development.

Those factors include motor-physical matters (health condition, psychomotor skills), intellectual competency (cognition, intelligence, talent), social-communicative skills (interpersonal communication, languages, etc.), affective matters (motivation, attitude, values).

All the factors aforementioned work systemically in a system within a harmonious interrelation. The hypothetic model of lecturer professional competency development is illustrated below.

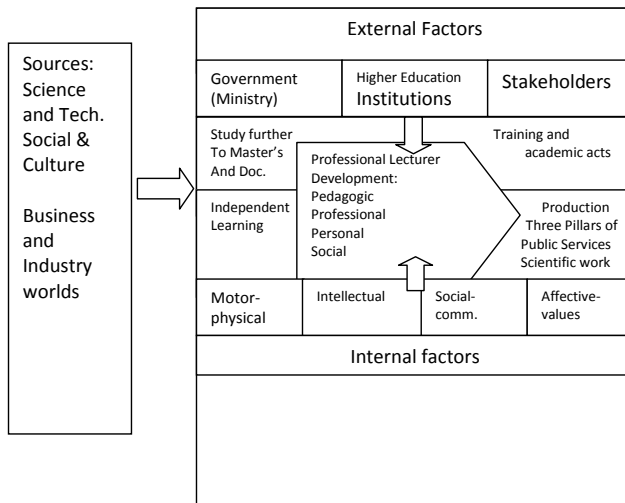


Illustration: Development Model of Lecturer Professional Competency

Conclusion and Recommendation

This paper has presented the results of a study aimed at investigating policy, design, implementation, evaluation, and supporting as well as discouraging factors which inhibit the lecturers’ competence development in three state-owned colleges in Bandung, West Java, Indonesia. The study also attempts to propose a model for

lecturer professional competency development.

It has been shown that the three institutions have made efforts to enhance lecturer professional competency development. This can be seen from several aspects, including policy and programs, all of which are intended to help lecturers promote their professional competencies, including

professional, pedagogic, personal and social competencies. It has also been shown that apart from some supporting factors, such as grants from the ministries under which the colleges are managed, there are also some discouraging factors, including limited opportunities for lecturers to actively participate in professional development programs, limited financial support and work load or routine activities.

Based on the findings as explained above, some recommendations will be stated below.

1. A program specifically designed for the lecturers to enhance their professional competency needs to be established. This program reflecting the policy and the Ministry's planning should eventually support other institutions within the government-owned institutions. Well-planned program should be realistically implementable and is derived from the analyses on opportunities and threats as the local, national and global environments suggest. Insights concerning internal strengths and weaknesses dealing with human resources, infrastructures, expenses, governance, communication with the institutions involved, and regulations should be taken into consideration.
2. Lecturer professional competency development program is supposedly well-organized so as to ensure its advantages. It has to be established on the basis of analyses of external-internal factors such as the opportunities, threats, strengths, and weaknesses found within the institutions. The program should include the formulation of long and short terms objectives to be reached, the forms of activities to develop and keep the continuation of the program – all of which are arranged with priorities of excellence set. The implementation should be supported by sufficient educational resources (humans, infrastructures, expenses, and cooperation with related institutions).
3. Upon successfully completing the program, an evaluation should be made so as to ensure the achievements of the lecturer professional competency development. The evaluation components include an efficiency of implementation process, effectiveness of the process, and productivity generated from the completion of the program. To identify the degree of professionalism and competency as gained from the development program, instruments of evaluation should be used. The instruments should be applicable to generate especially a picture of lecturers' competency.
4. Limitations to the opportunity to develop should be reconsidered. All fields of study within the disciplines should be given equal opportunities to get advancement through the program. Both lecturers studying on the scholarships and those on their own expense should be freed from the routine activities of teaching. Schedules of attending seminars, training, and other academic

activities should be fixed so as to prevent lecturers from being away from classes – term break, long weekend, or holidays.

5. To avoid obstacles in the course of developing the lecturers' career toward their rank of Professor, it is recommended that the institution status of College be promoted to Institute. This promotion brings with it consequences such as the urgency of its services to the stakeholders, the discipline and its target services, and the availability of educational resources at the institution.

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