

Management Development of Lecturers to Increase Research Quality at Stikom Uyelindo Kupang

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ABSTRACT: This research is motivated by the low quality and research culture of STIKOM Uyelindo Kupang lecturers. The purpose of this study is to determine the management of lecturer development by research institutions, to find out the goals and development programs, and to know the implementation and results of the coaching. The method used in this study is a qualitative descriptive method. The results of this research are: 1) private higher education and training institutions in East Nusa Tenggara have not maximally implemented lecturer development in an effort to improve research quality; 2) the implementation of the training has not been fully implemented by the research institute on the tertiary institution conducting research.

Keywords : *Development Management, Lecturer, Research Quality*

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INTRODUCTION

Education has a very important role for the progress of a nation. For this reason, education is directed at efforts to create a quality, advanced, independent and modern society. Success in building education will contribute to accelerating the achievement of national development goals.

To support the success of achieving national education goals in accordance with the mandate of the 1945 Constitution Chapter XIII concerning Education and Culture of origin (31)Paragraph (4) The state prioritizes the education budget at least 20 percent of the state revenue and expenditure budget as well as from the regional revenue and expenditure budget to meet the needs of the implementation of national education.

In this context, universities as the highest pillar of the national education system have a very important role as the originator of innovation. Furthermore, in an effort to improve quality according to the paradigm design of the higher education system, it is intended that the performance of universities in Indonesia always refers to continuous quality improvement.

Based on Law no. 12 of 2012 concerning Higher Education (PT) which was ratified on August 12, 2012 it is emphasized in article 3 that PT has the principles of scientific truth, reasoning, honesty, justice, benefits, virtue, responsibility, diversity and affordability. Furthermore, in Article 4 it is clearly explained that the functions of PT are:

1. Develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life,
2. Developing innovative, responsive, creative, skilled, competitive and cooperative academics through the implementation of Tridharma, and,
3. develop science and technology by paying attention to and applying humanities values.

In the same Law in article 5 it is emphasized that the PT aims to:

1. The development of the potential of students to become human beings who believe and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation.
2. The production of science and technology to meet the national interest and increase the nation's competitiveness,
3. The results of research that pays attention to the value of the humanities so that it is beneficial for the progress of the nation, as well as the progress of civilization and the welfare of mankind.
4. The realization of reasoning-based community service and research work that is useful in advancing public welfare and educating the nation's life

The description in article 6 underlines that PT is held with the principle of seeking scientific truth by the academic community, democratic and fair and not discriminatory by upholding human rights, religious values, cultural values, pluralism, national unity and integrity, development of academic culture, civilizing and empowerment. nation that lasts a lifetime, exemplary, willingness and development of student creativity in learning, student-centered learning by paying attention to a harmonious and balanced environment.

Lecturers are professional educators and scientists with the main task of transforming, developing, disseminating science, technology, and art through education, research, and community service". (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers from (1) A verse (2).

In a university environment, lecturers are one of the main needs, they are like a driving force for all things related to scientific and academic activities". (*source: <http://www.atdikcairo.org>).*

Professional lecturers always try to empower themselves, develop their fields of knowledge and abilities as lecturers on their own efforts or through coaching from other parties. The quality of the lecturers is related to the suitability of the background in the field of science, the ability to master science and teaching methods as well as the performance of the lecturers in conducting research. Quoted from the University of Indonesia Lecturer Quality Assurance System, the best practice in research(*source: <http://www.ui.ac.id>*) are as follows:

1. Stimulating research excellence: The existence of scientific publications/international Journal/national level, the existence of citations of scientific work of academic staff, obtaining research funds through competence as an international scientific community.
2. Participation in research: The number of students involved in research, improves the quality of student research.
3. Application of research ethics: Research takes place in accordance with research ethics.
4. Creating opportunities/collaborations: Engage in collaboration with international/national research institutes.
5. Stimulating the formation of research groups: The formation of research groups that are strong and able to compete.

If the lecturers are of high quality, the quality of the college will also be high, and vice versa. No matter how good the educational program is, if it is not supported by high-quality lecturers, it will end in unsatisfactory results. To run a good educational program, lecturers who are also of good quality are needed. By having good and high-quality lecturers, universities can formulate the most modern programs and curricula to ensure the birth of graduates with outstanding achievements and special qualities. (*www.atdikcairo.org .)* .

The root of the problem in this research is the low quality and culture of lecturer research. Until now this problem has not been solved. The low quality and culture of lecturer research causes the weak ability of lecturers to improve lecturer performance in the field research field. This problem arises due to many factors, including: the attitude and motivation of the lecturers themselves, research culture, educational qualifications, lack of research training, not optimal lecturer research development programs, low research funds.

From the background of the problem, it is concluded that the main problem in this research is the low quality and culture of lecturer research. Until now this problem has not been solved. The low quality and culture of lecturer research causes the weak ability of lecturers to improve lecturer performance in the fields of education, research and community service.

This problem arises due to many factors, including the attitude and motivation of the lecturers themselves, research culture, educational qualifications, lack of research training, not optimal lecturer research development programs, low research funds.

This requires a solution to a problem that has not been solved recently. With that, the problem formulation is in the form of a mapping of the variables depicted by the flow chart of Figure 1 . Formulation of problems or details of factors, aspects, variables related to the focus of the problem which refers to the theories and concepts that are used as a framework of thought as below.

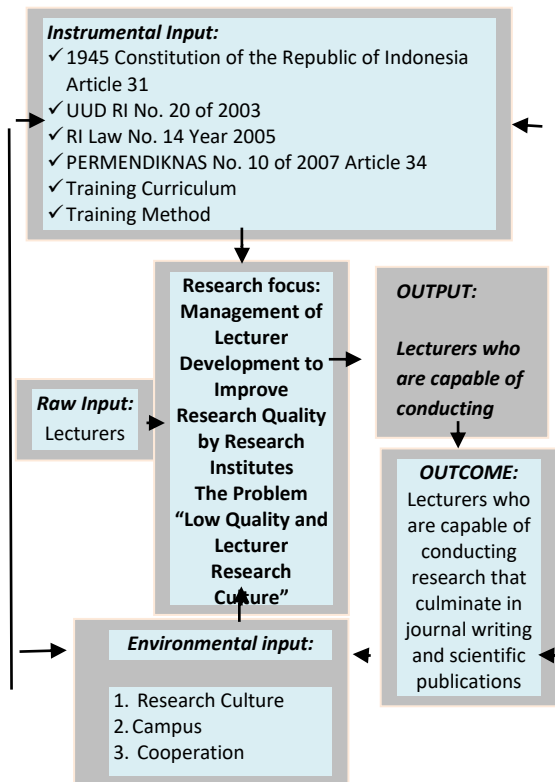


Figure 1 . Research Mindset

As has been explained in the formulation of the problem, that there are many factors related to the management of lecturer development to improve the quality of research by research institutions. Due to time constraints and the ability of researchers, not all factors were studied with the same depth. Several factors will be combined in a factor or variable.

Systematically these factors will be grouped into components Instrumental Input, Rawinput , e nviromentalinput , output , Outcome as follows:

- a. Instrumental components input :
 - 1) Law No. 20 of 2003 ;
 - 2) RI Law No. 14 of 2005 ;
 - 3) Minister of National Education Regulation No. mor.10 YEAR 2007 F from 34 ;
 - 4) Training Methods ;
 - 5) Research Institute .
- b. Raw input components , which include personnel input instrumental factors or variables:Lecturer
- c. Environmental components _input , which is restricted to factors or variables :
 - 1) Research culture ; _
 - 2) Cooperation ;
 - 3) Campus .

- d. *Output* components , which include: *Lecturers* who are capable of conducting quality research .
- e. *Outcome* components *include* :
 - 1) Lecturers who are capable of conducting research ;
 - 2) Writing journals and scientific publications both nationally and internationally

THEORETICAL REVIEW

According to Gary Dessler (2006). Human resource management is “The process of acquiring, training, appraising, and compensating employees, taking into account their employment relationship, health, safety, and fairness issues”. Human resource management is empowering or empowerment . This empowerment is a combination of community organization activities *and community development is the mobilization of people to solve* the problems they are facing.

The results of the identification must be the basis for the formulation of educational and training objectives and learning curricula, so that the results of research training can truly answer problems in the field and are able to improve organizational performance.

Critical Event Model (CEM) Theory , Nadler, (2002).

1. Legal basis

The writing of this book refers to a number of references that are deemed necessary and related to the issues discussed. Reference sources used consist of laws and regulations related to the position, role and function of higher education institutions; moral integrity and academic ethics; the roles and functions of lecturers, specifically the references referred to are:

- a. Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education Describes the duties and functions of higher education, the principles and norms of reference for the administration of higher education.
- b. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System It is affirmed that education is carried out in a democratic, fair and non-discriminatory manner, upholding human rights, religious values, cultural values and national pluralism. Education is also held as a process of cultivating and empowering students throughout life. It is emphasized that education is carried out by setting an example and building a will.
- c. RI Law No. 14 of 2005 concerning Teachers and Lecturers It is emphasized that the definition of a lecturer is a professional educator, while a professor is the highest functional position for a lecturer who teaches at a university. He also explained the principle of professionalism of a lecturer, namely having talent, interest, calling and idealism. Lecturers are also committed to improving the quality of education, faith, piety and noble character, have academic qualifications and competencies and backgrounds that are in accordance with their duties and have responsibility for the implementation of professional duties. 4.
- d. Government Regulation (PP) RI No. 37 of 2009 concerning Lecturers It is explained about the certification and competency test of lecturers, the rights of lecturers include professional allowances, promotions, awards, competency enhancement in the tri dharma of higher education. It also explained about academic freedom, freedom of academic pulpit and scientific autonomy, appointment, placement, transfer of work assignments, and sanctions if lecturers cannot meet academic qualifications, competencies, and educator certificates.

- e. Directorate General of Higher Education, Ministry of Education and Culture 2014 namely Operational Guidelines for Assessment of Credit Scores for Lecturer Promotion/Academic Positions. Described regarding the components of assessing academic promotions/lecturer ranks such as education, teaching, research, community service and support. Furthermore, it is also explained about additional requirements, excess credit scores, and the process starting from the assessment of academic positions, proposals, determination to appointments.
- f. Permendiknas 2010 concerning Prevention and Overcoming of Plagiarism in Higher Education Describes the meaning, scope and perpetrators of plagiarism, place and time and prevention and control, sanctions and restoration of good name if it is not proven that plagiarism has occurred. In prevention, it is highlighted the importance of the code of ethics for students, lecturers, researchers, educational staff determined by the senate which contains the rules for preventing and overcoming plagiarism. There are also procedures for reporting in case of suspected plagiarism as well as investigation procedures and sanctions carried out.

2. Lecturer Competence

Definition of Lecturer Competence according to Law Number 14 of 2005 concerning teachers and lecturers article 1 paragraph (10) that lecturer competencies are: A set of knowledge, skills and behaviors that must be possessed, internalized and controlled by teachers and lecturers in carrying out professional duties. The competence of teachers and lecturers can be interpreted as knowledge, skills, and attitudes in the form of intelligent and responsible actions in carrying out their duties as agents of learning. According to Presidential Decree of the Republic of Indonesia Number . 199 of 1998 concerning Allowances Lecturers are civil servants who are appointed by the Tridharma of Higher Education and are fully assigned to universities, both public and private.

3. Competency Indicator

According to Law No. 20 of 2003 concerning the National Education System Article 9 Paragraph (2) which states that the guidance and professional development of lecturers includes pedagogic competence, personality competence, social competence, and professional competence. Essentially the four basic competencies possessed by lecturers as professional educators are as follows:

1) pedagogical competence

In development n source Human resources in higher education are highly emphasized on the competence of lecturers . The competence of lecturers includes several criteria whose standards that need to be developed are knowledge, skills and attitudes, which are the basis for development in carrying out their duties, quoted from Kurniawan. B (2009) which is defined as: "Aspects of knowledge, namely: Includes the memory of things that been learned and stored in memory include; known facts, rules and principles, and methods. Knowledge stored in memory will be extracted when needed through the form of memory recall (*recall*) or recall (*recoqnation*) " .

According to Kurniawan . B, (2009) pedagogic competencies include :

- (a) learning readiness : readiness to give lectures and practice, practicum.
- (b) implementing learning: regularity and orderliness of implementation lectures, the ability to liven up the class, clarity of material delivery and answers to questions in class, the use of media and learning technology.
- (c) evaluation of learning outcomes: the diversity of ways of measuring learning outcomes, providing feedback on assignments, conformity of test materials and/or

assignments with course objectives, suitability of grades given and learning outcomes.

2) Personal competence

competence according to Sudiyono(2008) is : "Related to the ability to always place all problems within the framework of Pancasila values, national culture, and faith and piety".

Na n a Syaodih quoted by Chaerul Rochman and Heri Gunawan ,(2011) , personality is influence of one person on another. In this sense, the person whose influence is great is called the personality. This influence can be motivated by his knowledge, power, position, or because of his popularity.

3) Professional competence

According to Law No. 14 of 2005 concerning the definition of professionalism , namely work that is carried out by a person and becomes a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and requires professional education.Rimang , (2011) .

4) Social competence

National Education System Law Number . 20 of 2003 Article (4)Paragraph (1) , states,"Education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism" Sagala, (2011) .

METHODOLOGY

The research method used in this research is descriptive qualitative research method, which describes the meaning of the research data in a systematic, factual, and accurate manner. This qualitative descriptive method is intended to examine and solve problems in the field, through a research process with narrative, analysis and classification. This method is often referred to as the analytical method. Qualitative research is aimed at understanding social phenomena from the participant's point of view or perspective. Participants are people who are interviewed, in observation, asked to provide data, opinions, thoughts, and perceptions. According to Sukmadinata (2008) that: Understanding can be obtained through the analysis of various interrelationships and participants in qualitative research the instrument is a person or human instrument, namely the researcher himself. To be able to become an instrument, the researcher must have the provision of theory and broad insight, so as to be able to ask questions, analyze, take pictures, and construct a clearer social situation under study.

The use of descriptive methods and qualitative approaches in this research is also determined on the basis of philosophical foundations that refer to the philosophy of naturalism and *progressivism* . The philosophy of naturalism holds that reality is related and forms a whole that cannot be separated . An object is always in pairs with its context, namely behavior, events, place and time.

The flow of *post-positivism* (*naturalism*) views the world as a whole and behind the reality there are hidden emotions, feelings, and behaviors, which can only be understood, understood, and felt when researchers blend in the actual atmosphere. The flow of *postpositivism* demands the unity of the research subject with the object under study, as well as the supporting subjects.

The research as a whole was carried out using a qualitative descriptive method on STIKOM Uyelindo Kupang . Information is obtained through direct observation, interview, review of documentation and reporting, as well as information from the internet . The use of descriptive methods with a qualitative approach in this study

selected symptoms, information, events, statements from observations during the research process.

RESULT

The objectives of the program for the development of lecturers by research institutions are based on the provisions contained in the Act, Government Regulation and Permendiknas , Decree of the Director General of Higher Education, namely as follows:

- 1) Law No.14 About Teachers and Lecturers .
- 2) Law No.20 on the National Education System .
- 3) 2005 Government Regulation concerning National Education Standards .
- 4) Decree of the Director General of Higher Education, Ministry of Education and Culture No.48/DJ/Kep/1983:Free of Duty Lecturers .

In higher education, the aim of the lecturer development program by research institutions is the coaching effort carried out by research institutions to improve the performance of lecturers in carrying out the main tasks of the Tridharma of Higher Education Dharma , the second field of research. The objectives of the lecturer development program by research institutions in detail are as follows:

- 1) Improving the expertise of lecturers in conducting research .
- 2) Improving the ability of lecturers in writing quality scientific papers according to scientific standards.
- 3) Improving the quality and quantity and development of research.
- 4) Improving the quality and quantity of lecturers in carrying out community service through the application of research results.

DISCUSSION

In accordance with the results of research in the field for research, lecturers with internal funds have the following *Standard Operating Procedures* (SOP):

- 1) Lecturers submit research proposals to LP3M.
- 2) Proposals that have been received by LP3M will be subject to a review process.
- 3) After the *reviewer process* is completed, LP3M will conduct a proposal seminar.
- 4) LP3M will decide whether the research proposal is accepted or rejected. If rejected, the proposal will be returned to the lecturer concerned and if accepted, it will be sent to the research institute for further verification of the proposal, carried out in March to April.
- 5) *Reviewer* team The research agency will determine whether the decision will be rejected or accepted in May.
- 6) If the proposal is rejected, it will be returned to the lecturer who proposed the research proposal and if it is accepted , the research institution will be given a note of quality, including:
 - (a) Letter of determination of the feasibility of the research proposal,
 - (b) Letter of agreement of willingness to do research,
 - (c) T you accept research fees,
 - (d) Submission of research reports,
 - (e) Certificate of completion of research.
- 7) After being given a quality note by the research institution, the research results are submitted in the form of *soft copy and hard copy* the first week of December.

- 8) Furthermore, by the research institute sent to The chairman of STIKOM Uyelindo for the submission of the research budget falls in May of the current year. As for research on external funds, Higher Education has the following *Standard Operating Procedures (SOPs)*:
- (a) Lecturers submit research proposals to LP3M.
 - (b) Proposals that have been received by LP3M will undergo a *review process* .
 - (c) After the *reviewer process* is complete, LP3M will conduct a proposal seminar.
 - (d) LP3M will decide whether the research proposal is accepted or rejected if it is rejected, the proposal will be returned to the lecturer concerned and if accepted will be sent to The research agency for further verification of the proposal will be conducted from March to April.
 - (e) *Team reviewer* The research agency will determine whether the decision will be rejected or accepted in May.
 - (f) If the proposal is rejected, it will be returned to the lecturer who proposed the research proposal and if accepted , the research institution will be given a note of quality, including:
 - (1) A letter of determination of the feasibility of a research proposal,
 - (2) Agreement letter of willingness to do research,
 - (3) Receipt of research fees,
 - (5) Submission of research reports,
 - (6) Certificate of completion of research.
 - (7) After being given a quality record by the research institution, the submission of research results in the form of *soft copy* and *hard copy* the first week of December.
 - (8) The research institute will then send it to the Rectorate for submission of the research budget which falls in May of the current year.

The strategic steps taken to accelerate the achievement of the improvement program are as follows:

- 1) Develop a lecturer development program in the field of research that is more intensive.
- 2) Provide adequate funds and facilities in accordance with the needs of research institutions for lecturer development programs in the field of *research* .
- 3) Conducting lecturer development in the field of sustainable *research* .
- 4) Collaborating with universities that have quality in research field.
- 5) Provide a system of *punishment* and *reward* to motivate lecturers who do research. Implementation of lecturer development that has been carried out in accordance with the work program of research institutions . The implementation of lecturer development by research institutions is described as follows:
 - (a) The lecturer development program by the STIKOM Uyelindo research institute has been carried out with lecturers at other universities .
 - (b) Article writing training and international journals have been conducted with resource persons by lecturers who have research experience from other universities.
 - (c) Verification of the writing of the lecturer's research proposal is carried out by experienced lecturers from other universities.

STIKOM Uyelindo Kupang currently has 35 lecturers consisting of permanent lecturers of the foundation and non-permanent lecturers (extraordinary lecturers). Work program of the STIKOM Uyelindo Kupang Research Institute Year 2019 and Year 2020 target research to be financed by research institutions, the output of which is research 1 Years (2 semesters) 35 studies or 35 studies per semester according to the lemlit program in 1 year. The results of the implementation of the lecturer development program are in accordance with the Work Program Evaluation report of the STIKOM Uyelindo Kupang Research Institute . Lecturers who conduct research and receive research funding assistance for the year 2019 are 2 people while in 2020 as many as 1 person . Thus, the targets set in the research institute program in 2017 are 2 studies and 2 studies in 2020 , the target according to the work program has not been achieved.

Problems faced by research institutions in conducting lecturer development programs to improve the quality of research are as follows:

- 1) The roles and functions of research institutions are not yet optimal in guiding lecturers to improve the quality of research ;
- 2) There are still obstacles to the lecturers themselves, especially the research culture is still low, lecturers prefer to teach than research ;
- 3) The performance of lecturers in the field of research is not yet optimal ;
- 4) The low quality and culture of lecturer research ;
- 5) The capacity of the workforce, both in quantity and quality, is still weak ;
- 6) The results of scientific writing have not been published in indexed journals on a national or international scale.

CONCLUSIONS AND RECOMMENDATIONS

In general, the management of lecturer development by private higher education research institutions has carried out lecturer development with various lecturer development programs in an effort to improve the quality of research, but in its implementation it has not met the rules of good management such as planning, implementation, evaluation and follow-up after coaching. The evaluation of the lecturer development program in accordance with the performance evaluation has not been effective. While the results and implementation have not been achieved.

Paying attention to the statement above that the guidance of lecturers by research institutions at STIKOM Uyelindo Kupang are:

1. S in general
 - a. There are factors that influence the management of lecturer development to improve the quality of research, namely:
 - (1) leadership ,
 - (2) human resources and
 - (3) S strategy for implementation of coaching management.
 - b. Leadership is closely related to the implementation of lecturer management
 - c. The implementation of lecturer development management by research institutions directly affects the ability and motivation which in turn has an impact on the quality of lecturers' research.
 - d. The quality of lecturers as a determinant has an important role starting from planning, implementation, evaluation and results.
2. Based on these findings, several basic ideas have been developed as a starting point for the management of lecturer development at private universities:
 - a. The program for fostering lecturers through training is a continuous process that is always carried out continuously,

- b. Lecturer development management is one of the tasks research institutes to improve the quality of research,
 - c. of the lecturer development program through quality training will produce quality research,
 - d. There are several factors that influence the implementation of the coaching program in an effort to improve the quality of research, namely:
 - 1) leadership ,
 - 2) ivationmotive,
 - 3) commitment ,
 - 4) culture ,
 - 5) Cost,
 - 6) Suggestions a , and
 - 7) P infrastructure.
3. Based on the rationale, there are five main elements of lecturer development management, namely:
- a. V content and m content and purpose;
 - b. Focus on research development,
 - c. construction process,
 - d. H results of construction,
 - e. coaching management strategy is the lecturer's performance which includes :
 - 1) education ,
 - 2) Research and
 - 3) Community service.

FURTHER STUDY

In this ressearch, writer suggests some efforts to improve in the future Lecturer development program. Improvement efforts in accordance with the findings of the research are as follows:

- 1) Optimizing the performance of research institutions in the special lecturer development program in the *research field* in accordance with their duties and functions.
- 2) Improving the quality of lecturers in field of research through various programs : (a) Training,
(b) Seminars,
(c) Workshop and
(d) Desimination.
- 3) Cultivating a research culture by involving lecturers in various *research programs* .
- 4) Improve the educational qualifications of lecturers to a higher level of education.
- 5) Publishing the results of lecturers' research in Scopus indexed *journal* on scale national and international.

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