

# A Management Strategy for the Improvement of Private Universities Lecturers' Professional Competences

Mimin Emi Suhaemi<sup>1</sup> & Nur Aedi<sup>2</sup>

<sup>1</sup> Fakultas Keguruan dan Ilmu Pendidikan Universitas Majalengka, Majalengka, Indonesia

<sup>2</sup> Administrasi Pendidikan, Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia, Indonesia

Correspondence: Nur Aedi, Administrasi Pendidikan, Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia (UPI), Jl. Dr. Setiabudhi No. 229 Bandung, Indonesia. E-mail: nuraediupi14@gmail.com

Received: October 8, 2014 Accepted: January 25, 2015 Online Published: November 26, 2015

doi:10.5539/ies.v8n12p241

URL: <http://dx.doi.org/10.5539/ies.v8n12p241>

## Abstract

Lecturers are professional educators and scientists whose main job is to transform, develop, and disseminate knowledge, technology, and art through education, research and community services. As professionals, in Indonesia, lecturers are expected to possess pedagogic, personal, social, and professional competences. However, in reality, the professional competences of private university lecturers are still low. It has been established that the mastery of learning materials, the understanding of the pedagogic content and substance, and the use of appropriate teaching and learning methodologies are still low. Thus, the present study aimed to reveal, explain, and find a model of management which can better improve services in the private universities across Indonesia, especially, the improvement of lecturers' professional competences. The research employed a descriptive-analytic method, which aimed to reveal current events that impact positively on the improvement of private university lecturers' professional competences. This research, has revealed that the policies of lecturer planning and preparation by teacher training institutions are still weak and less concerned with the aspect of needs assessment or mapping; lecturer competence development has not been handled sufficiently thus, ignoring the students needs; the management strategy of lecturers' competence improvement has not been well-coordinated; the management aspect as well as lecturer continuous professional development has failed to consider reward and punishment, hence affecting lecturer competences. In the effort for further clarification, SWOT analysis was applied which also revealed that among the factors supporting lecturer development was the high motivation and other inner personal factors. This means there should be special strategies of management development that positively influence lecturer professional competences and quality.

**Keywords:** SWOT, strategy, professional competences, management, lecturer

## 1. Introduction

The events observed in the locations under research demonstrated: (1) lecturers' potential development was ignored by universities; (2) the quality of teaching and learning and education was low; (3) the university's potentials for development decreased; (4) the institution performance declined in general; and (5) students' interest in learning was low. Analysed more deeply, the phenomena took place from the most general to the most specific ones, namely the decline in lecturer professional competences, which certainly have been caused by various factors.

The above things occurred not in a short term; instead, they have happened since the last five years as proved by the declining number of new students, the low public image, less optimal plan of employment, and other problems that were directly or not related to students' interest in learning, such as the continuously declining academic and non-academic achievements.

On the one hand, there were still a large number of lecturers holding bachelor's degree (23.5%); on the other hand, higher education institutions are demanded to create graduates who have knowledge, capabilities-abilities, motivation, and independence in order to be able to live, work, and adapt with the perpetually changing and developing world. Hence, there should be efforts of improving teacher professional abilities in order to create graduates that fulfil the expectation. Professional ability is not static; rather, it is dynamic and should always be controlled and developed according to the demands for change.

Considering the significant roles higher education institution play in preparing quality human resources and the strategic position lecturers have in the process of education and teaching and learning in higher education institution, the research will be focused on “Management of Lecturer Competence Development”.

In addition, the obstacles faced by leaders of higher education institution in improving quality of education in general was lecturers’ lack of understanding about effective management of teaching and learning, the lack of commitment of the campus communities, lack of educational fund, and limited infrastructure. Therefore, the improvement of quality of education require cooperation among leaders of higher education institution, lecturers, employees, and all parties involved in the administration of higher education.

To find and solve the obstacles or difficulties, especially in education, we conducted research on strategy of management development for the improvement of lecturer professional competence. This research is urgent to be conducted because if not will have a negative impact, namely society’s declining trust to continue their education to higher education, declining image of private higher education, decreasing interest of student in learning, weakening quality of education and teaching and learning services, and weakening interest of lecturers in developing their teaching potentials. On the contrary, if the management system is applied, it will positively impact on the institutional development as a whole and the development of lecturer personnel oriented at the improvement of professional competence that are the demands and needs of society both for public and private higher education.

## 2. Literature Review

Law no. 14 of 2005 mentions that lecturers are professional educators and scientists whose main task is to transform, develop, and disseminate knowledge and technology and art through education, research, and community service. Lecturers are an important component in higher education, regardless of whatever policies of improving education quality that are planned; it is the lecturers who eventually conduct the teaching and learning process. As the spearhead of higher education institution, lecturers highly determine the quality of education and graduates, in addition to determining the general quality of the university. If the lecturers have high quality, the higher education institution will have good quality, and the reverse is true (Thoyib, 2008).

It is further mentioned in Article 1 of Laws concerning teachers and lecturers that lecturers are professional educators. As professional educators, they serve as subject teacher according to their expertise. One of the forms of their professionalism in teaching their subject is by planning, conducting lecture, and evaluating the process and results of the lecture (Setiawati & Linda, 2012).

The policies of formulating the program of lecturer competence development are one of the most essential components in an education system in higher education. The roles, tasks, and responsibilities of lecturers are very significant in embodying the National education, namely educating the national life, improving human beings’ quality both their faith and piety (Prastyo, Tika, Kusrini, & Hanif, 2013).

Strategies of lecturer competence development planning are actually inseparable from the university development programs of in general. The success of the programs will affect the quality of the higher education institutions. The programs should be implemented regularly and continuously so that lecturers with high quality will be created and will be able to support the development of the universities.

One of the main tasks of higher education institution is to develop knowledge. This task is realized through studies and scientific research conducted by the academic communities, especially lecturers. Several indicators used to assess a lecturer’s scientific productivity are the number and quality of scientific publication, awards, and participation in seminars, workshops, journal publication, both national and international, and other scientific works (Hanna-Mari, & Janne, 2011).

In the evaluation of education in higher education institution, lecturers play very significant roles, because it is they who are eligible to assess and consider the quality of teaching and learning that they conduct or that prevail in their workplace. In addition to being the evaluators, lecturers are also objects of evaluation. Their performance as teachers is also assessed for improvement or recognized with promotion or appointment of structural position. Program evaluation and lecturer competence development are conducted by faculty. The activities evaluated ultimately pertain to professional abilities or competences, namely mastery of the subject of knowledge being taught and pedagogic competences pertaining to the ability to teach or deliver knowledge to students.

The input of teaching and learning evaluation stresses on the characteristics of students, the availability and condition of instructional infrastructure, the characteristics and preparations of lecturers, curriculum and instructional materials, instructional strategies in line with the subjects, and the environment where the instruction takes place. Evaluation of instructional process emphasize its management by learners, involving effectiveness of instructional strategies implemented, effectiveness of instructional media, teaching techniques

implemented, interest, and attitudes of students in learning. Evaluations of learning results, among others, use tests to measure learning results as achievements; in this case, competence mastery of each student.

### 3. Method

Method selection in this research was based on several considerations, namely the desire of the researcher to seriously understand the problems pertaining to strategies of management development of lecturer competence, certainly by comparing various literatures; therefore, qualitative and descriptive approaches were believed to be appropriate to reveal various happening events that required serious management. If serious actions were not taken, it will negatively impact lecturer professional competence and students as well as the development of the institution in the future.

After deciding on using descriptive-qualitative approaches, the researcher explored various sources directly, namely by interviewing deans, vice deans for academic and student affairs, heads of departments and study programs, students, and quality assurance system at the level of faculty. Policy makers in the level of faculty, as the operational management, were thought to truly understand the orientation of management development of lecturer professional competence and were further confirmed and coordinated with the rectorates and foundations as the chief policy makers at the level of university.

### 4. Results

The planning of the programs of development of lecturer pedagogic and professional competences in the three faculties of teacher training and education was based on government policies, namely: Laws on teachers and lecturers, laws on national education system, government rules on Standards of National Education, Regulations of minister of national education concerning Standards of Educators and Administrative Staffs as well as internal policies of higher education institution.

The internal policies related to development of teacher pedagogic and professional competences were realized through the improvement of degree qualification, both master's and doctoral degrees. In the development of lecturer competence, one of the faculties of teacher training and education held a joint work with West Java Language Centre so that all lecturers of Indonesian Language took the test of Indonesian Language competence that could be useful in writing scientific journals using proper and formal Indonesian. Another joint program was held with the non-profit organization RELO by sending lecturers to Indonesia to hold training in English for a month, while in other faculties of teacher training and education in the Region III of Cirebon, a long-term training had not been held; there was only a one-week training at the most. Other forms of competence development were scientific journal writing to be presented both at the national and international seminars and to be published in national journals, workshops, and symposium.

Other internal policies to develop lecturer competence were in the forms of material and non-material awards. The strengths of the three faculties in the Region III of Cirebon in developing lecturer pedagogic and professional competences were, among others, lecturers' high motivations, goals, confidence, and loyalty; another competence observed was English skills. The strengths in developing lecturer pedagogic and professional competences were due to the cooperation between head of the faculties (deans), heads of departments and lecturer, in which leaders always provide guidance and motivations for the development of lecturer competence and performance; head of study programs always encouraged every policy implemented by the leaders, and as a result, lecturers were motivated and encouraged to do self-development. Another aspect was fund support both from the higher education institutions themselves and from the Directorate General of Higher Education.

The weaknesses in the development of lecturer pedagogic and professional competences were, among others, there were still a number of young female lecturers and other lecturers who did not take the opportunities of continuing their education, due to their being busy in taking care of the households or young children and other similar reasons, even though the fund for continuing their studies was available. The hindrances were the limited and competitive fund, limited abilities and the lack of motivations of the lecturers. Several lecturers were still viewed to lack the abilities in certain field. Bureaucracy that was too complex could inhibit the activities, both at the stage of planning and development of lecturer competences, that lecturers were lazy to study. These were essentially caused by different motivations to achieve; in other words, some had a high motivation to achieve, while others did not. One's motivation highly depends on strong motives because motives are needs, wills, encouragement or strengths that lead one to reach his or her goals. Therefore, motivation to achieve is the encouragement that drives someone. Several lecturers did not sufficiently understand student characteristics, theories and principles of learning; some of them did not take advantage of the facilities for the interest of learning, or did not facilitate student development, had not been able to communicate effectively, did not have

empathy, and did not have good attitude towards students.

The policies implemented by the institutions, foundations, and faculties were (1) facilitating study program to do planning regularly, (2) preparing education fund to motivate lecturers in continuing their education, (3) stipulating rules that lecturers who will conduct teaching and learning should first of all continue their education, (4) establishing a quality assurance department serving as controller and evaluator, referencing the ten standards of national education, and (5) implementing the policies from the Directorate General of Higher Education to provide opportunities for lecturers in improving their qualifications.

The planning of lecturer competence development in the three FKIPs was begun with formulating strategic planning as guidelines for the administration of education for the next four years through SWOT analysis (strength, weakness, opportunity, and threat), analysis of identifying the internal strengths and weaknesses of organization, and analysis of identifying the external opportunities and challenges of the organization. The steps were taken so that the education programs made could be well-implemented and relevant to the needs of the environment and the times. The attempts to apply strategic plans in the forms of real actions were realized in formulating the plans into annual work plan.

Strategic plans and monitoring should be implemented according to the program's vision, missions, goals, and objectives. Long-term program planning is done every five years, but its review is done annually. On the other hand, evaluation of study program performance is conducted in the beginning of every semester, accumulated into one year. The planning process involves the whole institutional board.

In general, the conditions of the three FKIPs located in the Region III of Cirebon in terms of strategic plans of lecturer competence development in improving the quality of education and teaching had been in line with their respective programs and always referenced the vision, missions, and goals of the education institution. The plans of developing teacher pedagogic and professional competences in the three FKIPs had in general combined with the plans of institutional development in the strategic plans. But the plans did not include special or prioritized programs on lecturer pedagogic and professional competence development. The programs included were those that were incidental in nature, such as lecturer development through sending the lecturers to training, seminar, workshop, symposium, research and community service, and motivation to continue education to a higher level. The inclusion of these incidental programs was due to some of these obstacles: In private universities, the orientations of education administration are on the number of students that will provide funds and educational services for students, not on the development of lecturer competences.

The same is true for targets of degrees and fields of expertise which were not detailed. It is expected that lecturers minimally have master's degrees, and further continue to doctoral degree. This is in accordance with Law No. 14/2005, article 69, stating that lecturer professional management and development includes pedagogic competence, personal competence, social competence, and professional competence.

The implementation strategies in developing lecturer pedagogic and professional competences in the three FKIPs were based on results on needs analysis of quality of graduates by the quality assurance department, because the results would impact on demands of the improvement of lecturers' competences. This is so because to create graduates in line with the needs of users demands highly professional competences from lecturers. The three FKIPs already had quality assurance department, functioning to study, analyze, and provide inputs concerning development of lecturers' competence in each faculty, department, and program. The analysis results of the quality assurance department were used to plan the whole education programs.

In relation specifically to the development of lecturer pedagogic and professional competence, what was developed consisted of content exploration and development of the subject being taught (professional competence) or techniques or methods of content delivery (pedagogic competence). To improve exploration of subject matter and the method of delivery, various academic activities in the forms of occasional training (maximum in a week), seminar, workshop, symposium, expert sharing, comparative study, and the provision of books and journals for lecturers in the libraries.

The Faculties of Teacher Training and Education (FKIP) under study cooperated with higher education institutions and other institutions, ultimately in lecture and lecturer development. The lecturers were also invited in department's scientific activities, seminar outside campus, and they were assigned to teach in other cities. For institutional and lecturer's knowledge development, seminars were also held, both at the national and international levels. Due to demands for professionalism, the lecturers of FKIPs also did self-development, such as reading literature. In its implementation, development of lecturer pedagogic and professional competences had not been based on six life values.

From observations and interviews, it was found that lecturers in the three FKIPs had not understood student characteristics, some of them had not mastered instructional theories and principles, and some of them had not developed curriculum and instructional planning. The aims of evaluation of teaching and learning process and results are to find the effectiveness of teaching and learning and achievements of each student and to improve the quality of teaching and learning process and results. While evaluation serves to (1) gain understanding on teaching and learning and its results, (2) make decision concerning the administration and results of teaching and learning, and (3) improve the quality of teaching and learning process and results in an attempt of improving the quality of graduates.

The lecturers in general, especially those who had improved their competences, contributed to the development of the institution, faculty, and ultimately, their study program. In the pillars of education and teaching, they had contributed greatly in curriculum planning, teaching material development, teaching and learning, media, evaluation, and field internship programs. In the process of education and teaching, at the stage of lecture planning, the lecturers composed syllabi, prepared test questions, and made student assignments. To maintain its relevance to goals, a plan has to be evaluated and refined. In terms of instructional plans, the lecturers evaluated and refined their plans after a year, a semester, or more than a year.

There were several factors encouraging the development of lecturer pedagogic and professional competences. The main support was opportunity for career development, both in academic and non-academic fields. Academic career means being a scientist in the field of science as Doctor or Professor. Career in the structural field of the academic is by becoming a rector, vice rector, dean, vice dean, head of research institution, head of community service department, head of department, or other structural academic positions. Other supporting factors were facilities accommodating the process of lecturer competence development, namely availability of scholarship or fund aid for those who would like to continue to master's or doctoral degree. Other facilities were encouragement or motivation, the obligation to improve lecturer competence by joining self-development activities, such as: seminar, workshop, symposium, continuing education, and other scientific activities as well as fund availability for development, research, book and module writings.

The inhibiting factors in the development of lecturer pedagogic and professional competences were that there had been no special or prioritized programs for development of lecturer pedagogic and professional competences and continuous training programs to support the three pillars of higher education institution, namely education and teaching, research and community service. Another inhibiting factor was from the lecturers themselves, concerning their abilities and motivation. Several lecturers were still thought to have lack of abilities, even though opportunities to improve their abilities were quite ample, but certain lecturers did not take or had not taken the opportunities due to being too busy or having too much task. In addition, even though fund for continuing education was available, it was limited and highly competitive. Bureaucracy that was too strict also inhibited the process of development, both in the stages of planning and administration of lecturer competences.

## 5. Discussion

The policies implemented in formulating the development program of lecturer competence development are based on Laws concerning teachers and lecturers, laws on national education system, government regulations on the Standards of National Education, regulations of the minister of national education on Standards of educators and administrative staffs, have been in line with the judicial aspects prevailing in Indonesia. Lecturer competence development is not only for one component, but it is especially implemented for professional and pedagogic competences and in general personal and social competences (Government Regulation No. 37 of 2009, explains that lecturers should have several competences in fulfilling their duties, namely: "pedagogic competence, professional competence, personal competence, and social competence (Ka-ho, 2005).

The policies for lecturer competence development implemented in the three FKIPs under study had facilitated study programs gradually, in the forms of teaching and learning facilities that had been equipped with various media, the institution giving education grant for each achieving lecturer, the institution applying rules that teaching and learning should be in accordance with the degree held. These were all motivations for the lecturers to improve their academic qualifications, so that they could develop themselves according to lecturer competence. The universities had also established Quality Assurance Unit. The unit is a medium allowing for educators to adapt with "the power of transformation" so that FKIP will have educators who are able to develop the quality of their students. This is in line with the opinion of Mulyasa (2011, p. 120), stating that: "Quality education is one that is able to conduct the maturation process of student's quality, developed by means of liberating students from being uninformed, unskilled, underpowered, dishonest, and from bad morals and faith. Quality education is born out of good planning system, with good content and management, and is delivered by

educators well with quality components of education, specifically, teachers.”

Based on research results, the writer is in the opinion that the policies for formulating development program of lecturers’ competences had not been in line with the existing demands. As put forward by Kim Sunwoong (2012), “Educational policies are supported by research and development. An educational policy is not something that is abstract, but applicable.” Hence, each formulation of strategic plan should be based on an applicable policy.

Based on the above issues, it is concluded that strategic management is a series of decisions and actions resulted from formulation and implementation of plans designed to meet organizational goals, and in order to meet the goals, the organization has the task to “Formulate organizational vision and missions, involving formulation of general philosophies and objectives, developing a profile of organization that reflects its internal condition, assessing the external environment of the organization, including competitors and contextual factors, analysing alternative strategies by adjusting the existing resources with the external environment, identifying each alternative strategy to determine which one is the most appropriate to the organizational vision and missions, implementing the selected strategy by allocating budget stressing on the congruence among task, structure, technology, and reward system.”

The three FKIPs had been analysed in terms of the development of lecturer pedagogic and professional competences using SWOT, consisting of: making strategic plan formulated into annual work plan, planning evaluation of study program performance at the beginning of each semester. In each planning activity, the whole boards of institutions were involved.

The SWOT analysis implemented in the planning of management of lecturer competence development in the three FKIPs under study had all used position analysis. SWOT analysis and its application, according to Akdon (2011, p. 20) involve:

- How strengths are able to take Advantage of the existing Opportunities.
- How to solve Weaknesses preventing the Advantage from the existing Opportunities.
- How Strengths are able to face the existing Threats.
- Finally, how to solve Weaknesses that can incite Threats or create new threats.

The four factors above form the acronym of SWOT (strengths, weaknesses, opportunities, and threats). The process involves specific goal setting from education speculation or projects and identification of internal and external factors that support and inhibit the goals.

Based on the above explanations, from the analysis results using SWOT approach, the following data were obtained:

- Strength: (a) Having good student input. The student input was well detected, with a relatively large number of students that signified great influence and an increase in education fund, which could be one of the motivations for lecturers to improve their competences. This was proved by a large number of lecturers who intended to improve their academic qualifications by continuing their education; their only problem was limited fund, so that they had to take turn; (b) The experienced lecturers who already held functional positions would be more motivated to fulfil their duties according to their pedagogic and professional competences, and (c) there was knowledge development.
- Weaknesses: (a) The private FKIPs were more oriented at having a large number of students, (b) There had been no special or prioritized programs for the development of lecturer pedagogic and professional competences; (c) Lecturers’ work load was burdensome that not all of them had mastered as comprehensively and in-depth the science and technology in line with the program of the unit of education; (d) not all lecturers had integrity and understanding of the competences under their responsibilities; (e) The average lecturers had not been able to face the challenges of the increasingly globalized era, especially in the field of technology and information.
- Opportunities, including: (a) Having a foundation that funded education although limited, (b) cooperation with related institutions was well-established, specifically for the development of teacher professional competence, such as with West Java Language Centre and the non-profit organization of RELO, (c) each lecturer was obligated to make scientific work, whether in the forms of research, article, or journal to be presented at national and international level, with the proceedings that should have ISSN and the lecturers should be the presenters, (d) each lecturer was obligated to have minimum one article published in a year. All of these are considered opportunities for lecturers to develop their pedagogic and professional competences.

- Threats, such as: (a) competition among private higher education institutions, (b) the rapid development of science and technology, demanding changes in accordance with the development, especially in this globalization era, which was not balanced by the science and technology mastered by lecturers, (c) demands for quality from the work world, where the average GPA required for the recruitment of both public and private employment is 3.2 as well as a series of tests.

Based on the above SWOT analysis, the strategies to be implemented in facing the external factors supported by the internal ones are as follows:

- The strategies implemented in facing **opportunities** supported by the existing **strengths**, namely by providing library, internet, and opportunities for lecturers to improve their academic qualification, from bachelor's to master's to doctoral degrees. These strategies are the fourth priority;
- The strategies implemented in facing **challenges**, but with some **weaknesses**, namely by taking advantage of the lecturers' day-offs for education and training activities, empowering senior lecturers for the education and training. They are the second priority;
- The strategy applied in facing **challenges**, strengthened by the existing **strengths**, is by maintaining lecturers' motivation by giving both tangible and intangible awards, providing opportunities for lecturers to improve their academic qualification, from bachelor's to master's to doctoral degrees, and always measuring lecturer quality achievement. These strategies are the third priority.
- The strategies made in facing **challenges** but with **weaknesses** are determining lecturers' performance and productivity, adding the number of lecturers, and strengthening the teaching and learning process. These strategies are the first priority.

The planning strategies in lecturer competence development in general based on the finding of the development of lecturer pedagogic and professional competences are: (1) in formulating planning strategies, there were vision, mission, and goals as well as objectives based on faculty's internal potentials; (2) each of the FKIPs developed annual plan in general, without including lecturer professional competence development specifically, namely for the development of pedagogic and professional competences there were only incidental activities, such as comparative study, seminar, workshop, symposium, training, continuing education to a higher degree, and other scientific works; (3) the four competences, namely pedagogic, professional, personal, and social competences in implementing the three pillars of higher education institution had not been implemented optimally; in other words, still needed development; (4) the forms of lecturer professional development were: For pedagogic competence it was in the form of training on the technique of using instructional media, but the training could not be done intensively and continuously; and for professional competence, it was done by content exploration and development through academic activities, such as seminar, workshop, continuing education to a higher level, and other scientific studies.

Kinglun (2008) stated that the form of lecturer competence development is "Theoretically, management of lecturer competence development can improve lecturers' abilities in doing their jobs through a process of improving technical, theoretical, conceptual and moral abilities of the lecturers according to the needs of their jobs/positions through education and training."

Ngok's statement is supported by Sudha (2013) stating, "Training consists of planned programs designed to improve performance at the individual, group, and/or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills, attitudes, and/or social behaviour."

The development process includes both training in the form of extension on the technique of teaching and learning management to improve pedagogic competence and skills in implementing teaching and learning method appropriate to the needs and in the form of improvement of academic qualification, namely by continuing to higher level of education. Training includes program planning designed to improve individual, group or organizational skills. The training is an acquisition of knowledge, enabling employees/lecturers to perform according to the standards. It can be defined as an experience, a discipline, or a rule causing people to achieve new things, or behaviour expected in the future, such as put forward by Yew (2008)" training is the acquisition of the knowledge which permits employees to perform standard. Thus training may be defined as an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviours."

Wiradinata and Rochanda (2005) explained, "The aim of training is to improve knowledge, skills, and attitude of employees and to improve organizational quality and productivity in general." In other words, training aims to improve performance, and in turn, improve competitiveness.

Strategic management theory in this research is built upon the theory developed by Harold Kerner and is

strengthened by the theory by Jauch and Glueck. The theory of strategic management cannot be inexorable from total quality management that philosophically focuses on customers. The theory is made the perspective in the analysis of lecturer competence development in education and teaching, namely: (1) To analyse and diagnose internal and external environment in order to find the best alternatives from the open choices in an attempt of responding to the needs of the customers and satisfying the needs as well as helping understand quality planning, starting from strategy formulation, strategy implementation, and evaluation, and control; and (2) To analyse the relationship between strategy and functional policy in organization.

According to Jiang and Carpenter (2013), "The process of strategic management consists of three stages: Strategy formulation, strategy implementation, and strategy evaluation." The principles in strategic management are the existence of strategy formulation that reflects organization's true desires and objectives and the existence of strategy implementation that depicts ways of meeting the objectives.

The main goal of strategy implementation is rationality of goal and resources (lecturer development of pedagogic and professional competences. basically, strategy formulation is an action of implementing the planned strategies into various resource allocation optimally. The main focus of evaluation strategy is measurement of lecturer performance as a result of lecturer competence development and creation of the mechanism of effective feedbacks.

To be more focused on the model or form of development of pedagogic and professional competences, Ayoubi and Massoud (2007) suggested, "differentiate four main models of professional development, depending on the type of work undertaken, its focus and the role of the unit staff, first, there is the professional service models, in which practitioner's service can be utilised for solving an identified problem. Second, the counselling model is adopted by staff (usually psychologists) whose their role as providing assistance to students and teachers with solving their learning/teaching problems. Third, the collegial model is adopted by unit staffs who work in close collaboration with teaching staff. Fourth, an eclectic approach, including all three models, is needed in higher educational development to respond to the unique demand of each situation."

According to Uber, there are four types of models of pedagogic and professional competence development: *First, professional service model*, which is expert service, a new challenge for practitioners of education who are demanded to master instructional multimedia in accordance with technology development; *Second, counselling centre model*, for instance, a counselling centre for teaching methods. The model is to look for suggestions from educators and students, which means acknowledging a weakness or inability. Here, educators or lecturers are demanded to master knowledge in-depth in order to cope with students' issues; *Third, collegial model*, for applied among students and educators to solve problems that occur in their teaching and learning process, but this model is only appropriate and effective when used to solve new problems, and it will not effective if the solutions can be found in library books or in the field. *Fourth, eclectic approach*, along with the above three models, this model is needed in higher education development to respond to unique demands from each situation.

Implementation strategy in the development of teacher professional competence was done by the three institutions under study through the processes of extension, coordination, synchronization, technical plan, program implementation, supervision, and monitoring. The programs were attempts of implementing strategies and policies in organizing human resources involved in the institution. The implementation of competence development that was incidental in nature, such as seminar, workshop, symposium, and training that was not intensive and continuous could not support the development of pedagogic and professional competences.

The forms of development that can support development of lecturer pedagogic and professional competences, according to Orttrun Zuber-Skerrit, can be summarized as follows: (1) Theoretical and conceptual competence development for lecturer competence development has been widely formulated through various higher education development programs for lecturers. Prastyo, Tika, Kusriani, and Hanif (2013) stated that "Theoretically, management of professional competence development can improve lecturers' abilities in fulfilling their duties, through intensive and continuous efforts to improve the technical, theoretical, conceptual, and moral abilities of lecturers according to the needs of their jobs/positions through education and training"; (2) development of instructional media competence; (3) rapid development of sophisticated technology that is a new challenge for practitioners of education, including lecturers. Experts view that lecturers' mastery of instructional multimedia highly impacts on their success in teaching and learning in higher education institution. This is in line with the argument of Paul Morrissey (2012), that "Professional development model; for example, professional service model, which is expert service, is a new challenge for practitioners in education as lecturers or educators, who are demanded to master instructional media in line with development of technology."

Hence, to develop mastery of multimedia, some technology facilities are needed: (1) development of information technology, because this era is called an era of technology and information. Rapid development of information and technology is a new challenge for practitioners in education, including lecturers. Experts of education view that lecturers' mastery of information technology highly affects their success in managing teaching and learning in higher education. Therefore, lecturers should be provided with training of using various available information technologies; (2) development of management/administration competence and management system of higher education is different from one institution to another. The same is true for the management model applied in a higher education institution that experiences changes based on the development of the institution itself. With these assumptions, lecturers are the main parts of a university at the levels of university, faculty, study program, and special teams to meet certain goals. Hence, development of management ability is very important for lecturers to improve their administration and management abilities. To support management ability of lecturers, the form of development is through intensive and continuous training on management/administration in general, management of higher education institution, academic administration, formulation of educational strategies, basics of education plans, curriculum management, decision making, human resource management/administration; (3) development of curriculum competence is fundamental for the development of students with high quality.

Based on the above explanations, the writer argues that mastery of a discipline is not the only measure of professional success of a lecturer. Lecturers are also demanded to be able to formulate curriculum that can create graduates with high academic achievements, respectable, and good-natured. Hence, lecturers should be given opportunities to keep up with the recent development in the field of knowledge of their expertise so that they will be able to formulate curriculum that is in line with the development. They also have to be morally encouraged and funded to do various activities aimed to create the best curriculum.

Innovative teaching and learning becomes the key to the success of developing students as individuals, building their capacities to think smartly and wisely, and building their social abilities and commitment", and creative teaching and learning is an ability to create something new, both for oneself and for others. Hence, the strategic model recommended by the researcher in order to develop lecturer professional competence is communication of management quality of lecturer academic service, such as illustrated by the following picture:

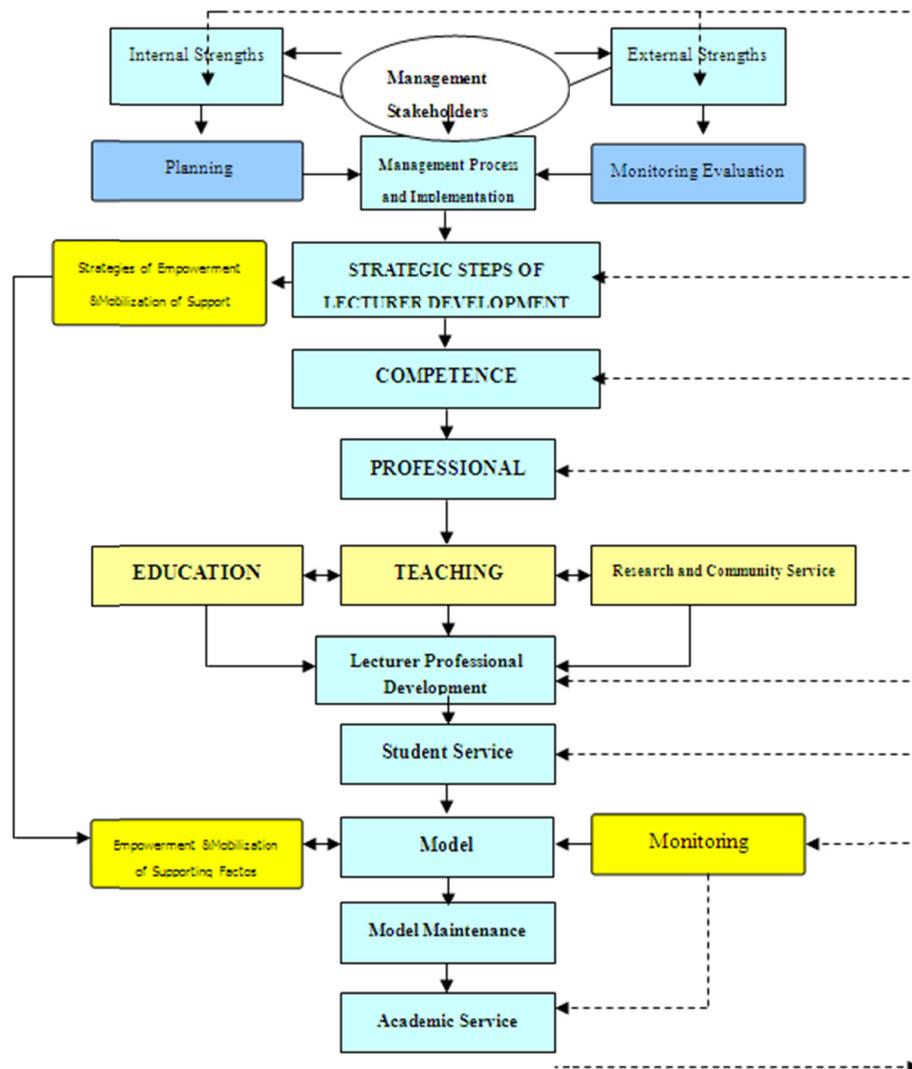


Figure 1. A model of lecturer academic service quality

The main step of implementing the model should be accompanied by improvement of human resource management. In this case, Castetter (1996, p. 5) expressed that the aim of human resource development is: “to attract, develop, and motivate personnel in order to (a) achieve system’s purpose, (b) assist members in satisfying position and group performance standards, (c) maximize personnel career development, and (d) reconcile individual an organizational objective.”

Even though education system is dissimilar, still according to Castetter (1996) the mission is the same, namely: “educational program, logistical support, human resources, planning and external relations”.

Especially concerning human resources, Castetter detailed the stages of development, namely: planning, notification, recruitment, selection, appointment, assessment, development, compensation, justice, sustainability, and information.

Evaluation was done to parts of the supporting system of education process, namely infrastructure, human resources, working environment, and finance as well as audit of the supporting services. The results of self-evaluation, internal audit, and evaluation of lecturer competence were then made into considerations for the review done minimum once a year. The review was conducted to see the effectiveness of the established management system and the pre-determined quality policies and quality targets. Standards of lecturer pedagogic and professional competences normatively can be seen from the following indicators: (a) Standards of lecturer competence qualification have academic qualifications shown by lecturer professional certificates, continuous reflection and self-evaluation for personal and professional development; (b) Standards of pedagogic

competences: understanding student characteristics, mastering theories and principles of teaching and learning, developing curriculum and lesson plans, implementing educating teaching and learning, taking advantage of the facilities to refine teaching method, being skilled and capable of instructional multimedia in line with technology development, communicating effectively, being emphatic and courteous towards students, conducting evaluation of learning results, and taking advantage of results of evaluation and assessment for the interest of teaching and learning, which are effective actions for the improvement of teaching and learning quality; (c) Standards of professional competence: Mastering content structure, concept and scientific thinking pattern appropriate to and supporting the subject being taught; taking advantage of the existing facilities to improve quality of teaching and learning in line with the subject being taught; mastering the philosophy, methodology, research techniques, and knowledge development that are in line with and support the expertise, and developing oneself and professional competence and commitment in community service.

The achieved results from development of pedagogic and professional competences in the three FKIPs could be demonstrated by: (1) lecturers as educators took turn in actively joining scientific forums and writing journals and becoming presenters or speakers at the national and international levels; (2) lecturers became more motivated to write and compose books, both in the forms of textbooks or modules; (3) lecturers were mandated to be promoted into a structural position; (4) lecturers were active in conducting research according to their fields of expertise, among others, were by conducting classroom action research, research on education and teaching; and (5) lecturers were active as supervisors of group study activities both in English and Indonesian language and literature in their neighbourhood.

The supporting and inhibiting factors in the implementation of development of lecturer professional competence in the three FKIPs were:

**Supporting factors:** (a) grant support for development of lecturer professional competence both internally and externally in the form of funding for continuing education, joining seminar, training, and writing journal articles, (b) cooperation with other institutions and the government, (c) development of infrastructure, such as increasing library collection with books related to the courses in order to support the development of lecturer pedagogic and professional competences, (d) the provision of facilities for Information and Communication Technology for the Department of Quality Assurance in order to assure the quality of education by displaying the recent information concerning all things pertaining to regulations of higher education institution and development of lecturer professional competences as well as motivating lecturers to improve their professional competences, (f) the existence of Unit of Quality Assurance in the Faculty and study programs as the quality control group serving to develop system of studies and development and quality of teaching and learning, and the results were utilized by study programs to evaluate and monitor continuously, (g) FKIP as an institute of teacher's training had implemented the system of Internal Quality Evaluation, which is a system of continuous self-evaluation in order to meet the 10 standards of national education, (h) the supporting teaching and learning infrastructure, (i) the number of lecturers with linearity in education was 91-100% as proved by diplomas.

**Inhibiting Factors:** (1) an internal policy that one of the FKIPs under study was to be made a state/public institution that in order to open a new study program, the faculty had to be closed down, and this policy could inhibit the development of pedagogic and professional competences of lecturers; (2) temporary dismissal for lecturers who were not qualified yet to teach their respective subject courses; (3) the large number of students was not accommodated by the existing facilities and number of lecturers; and (4) the grant to support education fund was limited; in other words, the amount did not correspond to the number of lecturers.

The development of lecturer pedagogic and professional competences, in its implementation, had not been based on the six life values in education and teaching. According to Achmad Sanusi, as cited from his lecture, in Rosadi (2012, p. 1) and Sanusi (2013, p. 10), "In order to face the highly complex life and competition, lecturers in implementing their competences should base on the six life values, consisting of (1) Theological Value, (2) Logical Value, (3) Ethical Value, (4) Physiological Value, (5) Aesthetic Value, and (6) Teleological Value."

Life is getting more complex, and students have to be very competitive because of the rapid development and the inevitable value exchange. Development in philosophy, science, and technology has created an increasingly developed culture, which is called globalization of culture. However, the increasingly globalized culture had a significant impact on the moral aspect, so that the competences of educators have to be based on the six values of life. These six values of life are highly needed by the lecturers in order for them to be able to manage and develop a healthy academic atmosphere, be courteous in compliance with academic values and norms, be noble and beneficial for themselves, the society, country, and nation, and be good examples for their students.

## 6. Conclusion

The programs of pedagogic and professional competence development were implemented by conducting seminar on teaching and learning method and technique, education and training on management of teaching and learning, but these programs were temporary (incidental) because the priority was to admit as many students as possible. However, there were several specific findings on the policies implemented in the three FKIPs under study, such as: (a) Policies referencing the laws, government regulations, national education system concerning teacher and lecturer, all of which explain that lecturers should have minimum academic qualification of master's degree and lecturer competences; (b) In the field of knowledge, there were policies issued by deans and heads of study programs for lecturer competence development, namely by sending lecturers to seminar, training, workshop, and to conduct research to be published in both national and international journals.

Program planning for lecturer competence development was formulated using SWOT Analysis. Based on the SWOT analysis, the **Strengths** in development of pedagogic and professional competences were internal motivation from the lecturers themselves and from the external environment, internal funding, and the existing infrastructure. **Weaknesses**: there had been no special or prioritized programs made by deans and heads of study programs in the form of intensive and continuous training; for pedagogic competence development was through training on management technique of teaching and learning or techniques of using instructional media, while for professional competence the development was conducted through content exploration and development in academic activities, such as seminar and workshop. **Opportunities**: Empowering senior lecturers as sources, the existence of foundations, cooperation with related institutions, a large number of people interested in entering FKIP, opportunities available for career development, both in academic and structural fields. **Challenges**: Rapid development of information technology, demands for quality by the working environment, no intensive and continuous training programs available to support the three pillars of higher education, namely to conduct education and teaching, research, and community service.

Planning strategies in the development activities of lecturer competence in the three FKIP already had plans or designs for lecturer competence development. The plan was formulated referring to the diagnosis results that were general in nature. The plan was expressed in strategic plan and realized in operational plan of each faculty and study program. The program of development of pedagogic and professional competences had been implemented, even though it only referenced to the planning formulated once opportunities were available. From the research results and findings from the field, it can be concluded that the programs of lecturer pedagogic and professional competences planned by the three FKIPs had been implemented through developmental activities, activating lecturers in various scientific activities, namely through seminar, symposium, workshop, and scientific publication through both national and international journals to support the three pillars of higher education institutions in education and teaching, but the implementation of new training was still temporary and incidental.

The implementation strategy in the Activity of Developing Lecturer pedagogic and professional competence in the three universities under study was based on the plans of the institutions, faculties, and study programs, some of the strategies were implemented based on the initiatives of the lecturers. Even though there was limited fun available from the government and or the institutions, the number of lecturers who implement competence development was quite large. This was because in the three universities under research, the lecturers were highly motivated to join various activities of professional competence development, in the form of continuing education to master's and doctoral degrees both in Indonesia and abroad, participating in educational programs. One of the FKIPs the region III of Cirebon had developed cooperation with West Java Language Centre, so that all lecturers had been tested for their competences in using Indonesian properly both in writing journal articles and in teaching and learning; this cooperation was related to professional competence development. Another form of cooperation was held with the non-profit organization of RELO by sending lecturers to Indonesia to conduct training programs in English teaching and learning for one month. The forms of development of lecturer pedagogic and professional competences in the three FKIPs under research were: to improve pedagogic competence training was conducted in the form of extension about management techniques of teaching and learning and skills in selecting appropriate instructional methods according to the needs; while for professional competence development, it was in the form of improving academic quality, such as through continuing education to a higher level and other academic activities, involving workshop, independent learning, which were all conducted to support the implementation of the three pillars of higher education institution, namely education and teaching, research, and community service.

Evaluation of the implementation and results of development of lecturer pedagogic and professional competence in the three higher education institutions was quite similar. *First*, in the form of control over study development of the lecturers who were continuing their education either to masters or doctoral degree. *Secondly*, heads of

study programs and departments reported to Faculty on the activities and results achieved by lecturers in the activity of developing lecturer competences in educational institution, and it was followed-up by improvement in educational programs. The steps taken from the evaluation results consisted of conducting workshop, making improvement, and doing prevention. Specifically, for the development of pedagogic and professional competences, based on findings from the field, to evaluate lecturers in an attempt of improving the quality of education and teaching, there had been no formal tool and the absence of such instrument made it difficult to determine lecturer performance, whether it had been in line with the competences or not.

In general, the three FKIPs had demonstrated meaningful results of development of lecturer pedagogic and professional competences. The results could be observed from the number of certified lecturers. The results could also be felt among lecturers themselves and the students. In regards with students' achievements, the results could be observed from the obtained GPAs, the large number of graduates employed by educational institutions, both public and private. The competence of lecturers in writing books was also increasing. Improvements in pedagogic and professional competences, among others, were: improvement in teaching method, the lecturers became skilled and able to master the use of instructional multimedia that were in line with technology development, educators took turn in actively participating in scientific forums, and lecturers wrote journal articles and presented their papers or became speakers in national and international conferences. The lecturers also actively conducted research on their field of expertise, namely through classroom action research and research on education and teaching. In general, from the results of development of lecturer pedagogic and professional competences it was found that some of the lecturers had not behaved according to the six values in life, while the values are actually very important for educators. The six values include theological, physiological, ethical, aesthetic, logical, and teleological values.

The supporting factors in the implementation of the development of pedagogic and professional competences included internal and external support, cooperation with educational institutions, and development of infrastructure, such as the availability of technology facilities to be made media of information, so that the lecturers could actively write for scientific publication, both at the national and international levels. The main support of lecturer competence development was policy, program, opportunities, and fund for the development. Another supporting factor was the related institutions, such as higher education institutions, governmental institutions, industries, companies, and social institutions. The last supporting factors were abilities, motivations, and efforts of the lecturers to improve their competences. Meanwhile, the inhibiting factor was the fact that there had been no special policies concerning the development of lecturer pedagogic and professional development from the ministry of education. The implementation of the policies and programs, ultimately planned by the Ministry, occasionally was not optimal because of obstacles in the realization of the program and policy, communication, bureaucracy, administration, weaknesses in the organizers, and unpreparedness of lecturers in following the whole procedures. These obstacles were related to the fact that the biggest orientation of private higher education institutions was in admitting as many students as possible, in addition, the workload of lecturers was already burdensome, the available field was not suitable to lecturer's expertise, the fund for continuing studies was limited that some lecturers had to pay by themselves, and lecturers lacked competences.

### Acknowledgments

Firstly, we wish to thank our government and the respective universities for the unlimited support which they have continuously offered to us and also not forgetting the help of our faculty colleagues who over time have become an important resource and source of knowledge and learning; we are indeed grateful for this wonderful support.

### References

- Akdon. (2011). *Metodologi Penelitian*, Alfabeta Bandung.
- Ayoubi, R. M., & Massoud, H. K. (2007). The strategy of internationalization in universities: A quantitative evaluation of the intent and implementation in UK universities. *International Journal of Educational Management*, 21(4), 329-349. <http://dx.doi.org/10.1108/09513540710749546>
- Catetter, W. B. (1996). *Personnel Function in Educational Administration*. Danville, IL; Interstate
- Hanna-Mari, A., Janne, T. (2011). "Becoming "world-class"? Reputation-building in a university merger". *Critical perspectives on international business*, 7(1), 7-29. <http://dx.doi.org/10.1108/17422041111103813>
- Jiang, N., & Carpenter, V. (2013). A case study of issues of strategy implementation in internationalization of higher education. *International Journal of Educational Management*, 27(1), 4-18. <http://dx.doi.org/10.1108/09513541311289792>

- Ka, H. M. (2008). Changing Education Governance And Management in Asia. *International Journal of Educational Management*, 22(6), 462-463. <http://dx.doi.org/10.1108/09513540810895408>
- Kim, S. (2012). Public and Private Endeavours to create World-Class Universities in Korea. *Journal of International Higher Education*, 5(2), 74-78.
- Kinglun, N. (2008). Massification, bureaucratization and questing for “world-class” status: Higher education in China since the mid-1990s. *International Journal of Educational Management*, 22(6), 547-564. <http://dx.doi.org/10.1108/09513540810895453>
- Morrissey, P. (2012). Higher Education And The Imperative To Build Reputations. *Asian Education and Development Studies*, 1(2), 112-123. <http://dx.doi.org/10.1108/20463161211240098>
- Mulyasa. (2011). *Manajemen Berbasis Sekolah, Rineka Cipta, Jakarta*.
- Prastyo, Tika, D., Kusriani, & Hanif, A. F. (2013). Pengujian Sistem Pangkalan Data Perguruan Tinggi Pada Kopertis Wilayah VII Jawa Timur. *Jurnal Sistem Informasi*.
- Rosadi, U. (2012). *Perilaku Organisasi*. Salemba Empat, Jakarta.
- Sanusi, A. (2011). *Membangun Komunikasi Pendidikan Tinggi, Artikel, Bandung*.
- Setiawati, L. (2012). Efektivitas Pengembangan Manajemen Pendidikan Tinggi (Studi pada Perguruan Tinggi Negeri di Jawa Barat Menuju World Class University). *Penelitian Pendidikan*, 1-15.
- Sudha. (2013). Total Quality Management in Higher Education Institutions. *International Journal of Social Science & Interdisciplinary Research*, 2(6), 121-132.
- Thoyib. (2008). Internasionalisasi Pendidikan dan Strategi Pengembangan Mutu Perguruan Tinggi Agama Islam di Indonesia: Sketsa Edukatif Manajemen Mutu. *Jurnal Pendidikan Islam*, 1(2), 215-234.
- Thoyib. (2008). Internasionalisasi Pendidikan dan Strategi Pengembangan Mutu Perguruan Tinggi Agama Islam di Indonesia: Sketsa Edukatif Manajemen Mutu. *Jurnal Pendidikan Islam*, 1(2), 215-234.
- Wiradinata., & Rochanda. (2005). Manajemen Sistem Pengembangan Kinerja Perguruan Tinggi (Studi tentang Pengaruh Kompetensi Individu, Kreativitas Pimpinan, dan Faktor Lingkungan terhadap Kinerja Universitas Swasta di Jawa Barat). *Jurnal Mimbar Pendidikan*, XXIV(2), 4-10.
- Yew, K. B. (2008). *A Perspective on a Management Information Systems (MIS) Program Review*. *Journal of Information Technology Education*, 7, 300-312.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).