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Professionality of Lecturers Faculty of Educational Sciences University of Manado State

Ivone Viske Suharti Kawulur

Universitas Negeri Manado, Indonesia
ivonekawulur1971@gmail.com

J E H Mokot

Universitas Negeri Manado, Indonesia
jettymokat@yahoo.co.id

Recky Sendow

Universitas Negeri Manado, Indonesia
reckyhes@yahoo.com

Abstract. This study aims to describe the professionalism of lecturers in providing public services at FIP Unima, in terms of the implementation of education, learning processes, research, and service as well as improvement or development of academic qualifications and competencies and to describe the supporting factors and inhibiting factors for the professionalism of lecturers in providing public services. This research is a qualitative research with descriptive research method. Data collection techniques in research by conducting observations, interviews, and documentation. Data analysis uses an interactive model according to Miles and Huberman. The results of this study explain that the professionalism of lecturers in carrying out their duties and obligations at FIP Unima has had the quality of attitudes contained in the knowledge and expertise in carrying out education including planning and implementing the learning process, as well as conducting assessments, but not all lecturers have increased their professionalism in the field of research and service. the result of this research showing that not all FIP Unima lecturers have expertise in the fields of research and service as well as publications which are part of the tridharma of higher education. In addition, there are 11 lecturers who improve their professionalism by developing academic qualifications and competencies on an ongoing basis in strata 3 (S3) education. The supporting factors for the professionalism of FIP Unima lecturers are 1) Availability of LMS, 2) Availability of financial support from Unima management for the implementation of the Tridharma of Higher Education which is part of the professionalism of lecturers and 3) Availability of Cooperation with various parties. Furthermore, the inhibiting factors for the application of lecturer professionalism in carrying out their duties and obligations at FIP Unima are: 1) There is no systematic control of the implementation of education, research, and service as well as improvement or development of academic qualifications and lecturer competencies. 2) There are no clear rules and mechanisms regarding sanctions for lecturers who do not have high professionalism

Keywords. Lecturer professionalism.

1. Introduction

The progress of a country is seen in the progress of education, because there is no developed nation that is not supported by education [1]. A developed country must have quality human resources which are the output of an educational institution. Various efforts have been made by the government to make education in Indonesia move forward in order to support the achievement of national education goals and print quality human resources, including the policy of independent learning and independent campuses.

One of the policies for independent learning, an independent campus initiated by the Minister of Education is the new accreditation system [2]. Changes in the higher education accreditation system based on a shift in higher education orientation towards increasing external efficiency, are characterized by the quality and relevance of higher education outputs to user needs as measured by user satisfaction. Based on this description, changes to the BAN-PT accreditation were made, namely in the measurement of university output and outcomes [3]. Getting quality outcomes from a higher education institution is the task of the teaching staff (lecturers), which is the result of the attitude of the members of the teaching profession who truly master and genuinely care about their profession as lecturers. This is corroborated by the results of Chairunnisa's research [4] which concludes that there is a positive and significant relationship between the professionalism of lecturers and the quality of education services. Increase in one unit of lecturer professionalism will increase one unit of education service quality by 31.4%, or in other words the better the professionalism of the lecturers, the better the quality of education.

The quality of education in Indonesia has not been able to compete with the quality of education in developed countries, therefore the professionalism of lecturers must be continuously improved [5]. To ensure the increase in the professionalism of lecturers, the government issued Law Number 14 of 2005 concerning Teachers and Lecturers. Lecturer professionalism is the attitude of the lecturer based on his belief as a lecturer who really has the intellectual or ability to carry out his duties as a lecturer [6]. Law number 14 article 7 paragraph 1 states that the teaching profession is a special field of work carried out based on the principles: 1) Having talents, interests, vocations, and ideals; 2) Have a commitment to improve the quality of education, faith, piety, and noble character; 3) Academic qualifications and educational background according to the field of work; 4) Have the necessary competencies. according to the field of work; 5) Have responsibility for the implementation of professional duties; 6) Obtain income determined in accordance with work performance; 7). Have the opportunity to develop professionally on an ongoing basis through lifelong learning; 8). Have guaranteed legal protection in carrying out professional duties; and 9). Having a professional organization that has the authority to regulate matters relating to the professional duties of teachers.

Based on the description above, the hope that arises is that the quality of education can be improved if each lecturer has the nature of actually carrying out his duties in accordance with the principle of professionalism as a lecturer which has been regulated in Law number article 4 paragraph 7. In implementing the duties as a lecturer, Article 60 of Law number 14 has regulated the following. 1) Carry out education, research, and community service; 2) planning, implementing the learning process, as well as assessing and evaluating learning outcomes; 3) Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts; 4) Act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, certain physical conditions, or the Socio-economic background of students in learning; 5). Upholding the laws and regulations, laws and codes of ethics, as well as religious and ethical values; and 6). Maintain and foster national unity and integrity.

However, the reality is that the professionalism of FIP lecturers has not been maximized, as evidenced by the performance of FIP lecturers not being maximized. One of the facts that prove that the performance of FIP lecturers has not been maximized can be seen in Sinta's ranking of research and service publications, where Manado State University is ranked 163 with 676 lecturers recorded from 838 Manado State University lecturers, including 82 lecturers from 111 FIP lecturers. The 163rd rank was obtained from 286 documents indexed by Scopus and 15 documents indexed by Wos.

Another fact was found when researchers conducted observations and pre-research in the academic field, where the inclusion of odd semester evaluation results in the form of semester exam minutes in the FIP academic section was not complete. Likewise with the results of interviews with several students, who stated that they found it difficult to study online during the pandemic because in the learning process the lecturer only explained using the lecture method using zoom. This shows that FIP lecturers have not provided adequate learning media. Based on the background description, the researcher is interested in conducting research on the professionalism of FIP lecturers, and the factors that support and hinder the improvement of the professionalism of FIP lecturers.

2. Method

The focus of this research is on the professionalism of FIP lecturers at Manado State University which is the quality of attitude that is contained in the knowledge and expertise in carrying out their profession as lecturers, namely 1) carrying out education, research, and community service; 2) planning, implementing the learning process, as well as assessing and evaluating learning outcomes; 3) improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts.

This type of research is qualitative research with descriptive research methods, namely data collected in the form of words, written or spoken from people and observed behavior. Meanwhile, descriptive research is a form of research that aims to describe or describe natural phenomena. According to qualitative research examines the perspectives of participants with interactive and flexible strategies [7].

The source of data in this study is a document on staffing data for lecturers. Furthermore, the informants in this study were educational staff, educators (lecturers), leaders and students of the Faculty of Education, Manado State University. The author's data collection procedure uses three strategic steps, namely: intuition, analysis and explaining, with the technique of observation, documentation and interviews. The first step is intuition, where researchers conduct documentation studies and in-depth interviews with informants about reality or social phenomena regarding the impact of the professional performance of lecturers at the Faculty of Education, UNIMA. The second step is analysis. In this step the main purpose of using this data analysis are: a) Used to describe a data so that it will be very easy to understand. b) To make conclusions based on the data obtained from the sample. c) To examine, tidy up, transform, and demonstrate data. The third step is to explain. After the researchers obtained information through interviews with informants about their understanding of social phenomena related to the impact of the professional performance of lecturers on students at the Faculty of Education, Manado State University, the researchers described and analyzed the data. The data analysis process begins by examining all available data from various sources, namely through observation and interviews. Data analysis was carried out using an interactive model proposed by Miles and Huberman.

3. Results and Discussion

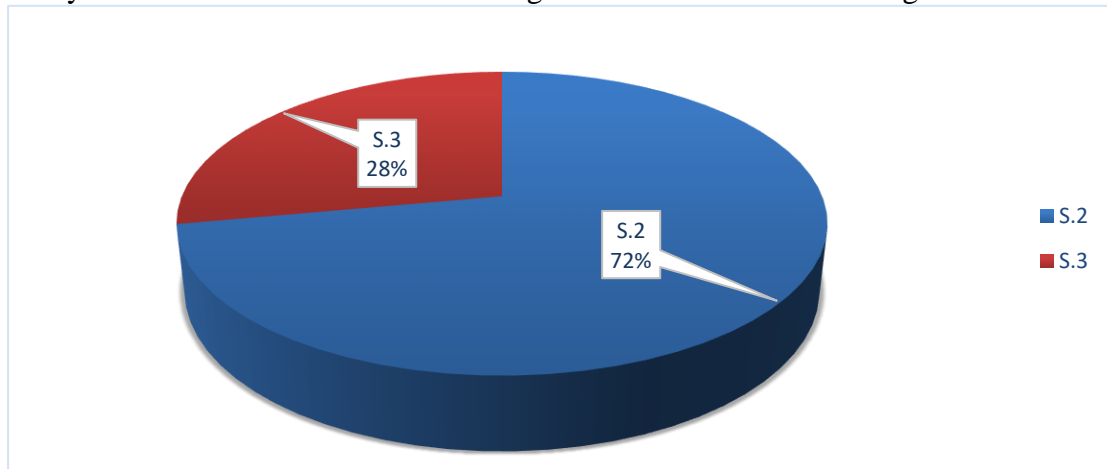
3.1. Professionalism of Lecturers in carrying out their duties and obligations at the Faculty of Education, State University of Manado.

The professionalism of the lecturers of the Unima Faculty of Education in carrying out the learning process is quite good. The implementation of the lecture or learning process is carried out based on the RPS that has been prepared at the beginning of the semester before the lecture begins. Learning planning documents are available in the study program. Preparation of lesson plans before the lecture begins will create an optimal learning process. This is in line with Ernawati's statement that a learning activity will be more optimal when an educator first prepares a lesson plan, and learning planning is very important to do so that the learning components can be well organized [8]. The lecturers at FIP Unima always prepare material or lecture materials before the lecture begins where for each course, students are required to have at least 2 reference books, either packaged by the lecturer as a textbook or limited to a reference book chosen by the lecturer. The performance of FIP Unima lecturers is in the good category seen from the average value of the 2020-2021 odd semester of 3.33.

Furthermore, in the field of research, it can be said to be quite good and the implementers of research by the lecturers of the Faculty of Education are 72 lecturers or 65% of the lecturers receiving funding, although only 66 lecturers or approximately 60% of lecturers conduct research in accordance with the study program where they serve. The Faculty of Education seeks to bridge the gap between lecturers to implement the principles of professionalism. Among them are lecturers who are facilitated or financed by registration for the FIP-JIP meeting or other scientific meetings, if the lecturer has writings or research articles that are being presented at the meeting. Research conducted by lecturers with students is one way to develop their knowledge and expertise as teaching staff in their respective study programs that synergize in achieving learning objectives when holding lectures or in other words an effort to improve the quality of education, because the higher the quality of education, the higher the quality of education. able to solve various problems faced by society, nation and state (Sinabela, 2017). Likewise, the service carried out by 62 of 111 lecturers with students of the Faculty of Education is very useful for the community and right on target.

Learning evaluation is carried out according to the academic calendar but the process is sometimes not in accordance with the procedures. The process of evaluating the performance of lecturers is carried out every semester through quality assurance with Lecturer Performance Report - Lecturer Performance Load. This means that it has a positive impact on public services in the learning process for students of the Faculty of Education, and thus the Faculty of Education needs to improve the professionalism of lecturers and need to provide assurance on the quality of quality education services. The findings of this study are in line with the research findings of Chairunnisa which states that to strengthen the quality of education services [4], professionalism needs to be improved because there is a positive and significant relationship between professional lecturers and the quality of educational services. The findings of this study are also in line with the findings of Sinabela which explains that lecturer professionalism is closely related to the quality of higher education, where the presence of professional lecturers affects the learning process whose quality can be measured in the quality of graduates absorbed by the industrial/business world [5].

Law number 14 of 2005 article 45, which states that a lecturer must have a minimum academic qualification of a master's program, at the Faculty of Education, Manado State University has been fulfilled. Education background data can be seen in Figure 1 below.



Figur 1. Data Education Background of lecturer at the Faculty of Education

The fulfillment of academic qualifications as mandated by law must be fulfilled and fulfilled at the Faculty of Education, Manado State University, because the fulfillment of academic qualifications has an effect on lecturer professionalism and synergizes with lecturer performance, which automatically fulfills academic qualifications from lecturers synergizes in performance lecturer. Academic qualifications assist lecturers in realizing the achievement of the National Education Goals. The findings of this study are in line with research findings Permanasari et al, which states that academic competence or qualifications affect lecturer professionalism, lecturer professionalism affects lecturer performance and academic competence or qualifications affect lecturer performance [9].

In providing education to the community in the form of a lecture process, lecturers need to have an educational background that supports the implementation of the education. The assignment of lecturers to teach courses at the Faculty of Education is based on expertise and educational background. The findings of this study are corroborated by research findings Manik & Syafrina, which state that the competence of lecturers contributes and has a significant effect on their performance [10]. Assignment of competent lecturers for courses in accordance with their expertise and educational background ensures that the learning process becomes quality and improves the quality of education and provides the best service for students, namely by qualified lecturers or teaching staff [11] and according to their expertise

3.2. Supporting Factors and Inhibiting Factors of Lecturer Professionality in carrying out their duties and obligations at the Faculty of Education, Manado State University

There needs to be an effort from the lecturers and also the management of Manado State University to develop the professionalism of lecturers so that there is an increase in the quality of education, because the indicator of lecturer professionalism is the most dominant indicator affecting student satisfaction [12]. Factors supporting the professionalism of Lecturers in Organizing Public Services at the Faculty of Education, Manado State University are: 1) the availability of a Learning Management System for online learning during the Pandemic. The availability of the Learning Management System is a supporting factor for lecturers to provide education in the e-learning industrial era where one of the competencies that must be possessed

by lecturers in this industrial revolution era is knowing the use of digital and its application in learning [13]. 2) Management allocates funds to support the implementation of education, research and service and even the development of the competence of outstanding lecturers. 3) the availability of cooperation from various parties, stakeholders and the community.

The inhibiting factors for lecturer professionalism in providing public services at the Faculty of Education, Manado State University are: 1) There is no systematic control over the implementation of education, research, and service as well as improving or developing academic qualifications and lecturer competencies. 2) There are no clear rules and mechanisms regarding sanctions for lecturers who do not have high professionalism. The findings of the inhibiting factors in this study are also supported by the results of research (Suhaemi, 2015) which states that the development of professional management development for lecturers is not sustainable and does not pay attention to aspects of rewards and punishment. Or in other words there is no systematic control. Suhaemi stated that the results of the SWOT analysis in his research found that the inhibiting factor for the development of professional competence of lecturers in improving the quality of education and teaching was the unavailability of special programs that were intensively sustainable [14].

4. Conclusion

Based on research on the professionalism of lecturers in FIP Unima, it can be seen that educators have the qualities contained in the knowledge and expertise in implementing education including planning and implementing the learning process as well as conducting assessments. but not all lecturers have increased their professionalism in the field of research or in other words not yet all FIP Unima lecturers have expertise in the fields of research and service as well as publications which are part of the tridharma of higher education. In addition, there are 11 lecturers who improve their professionalism by developing academic qualifications and continuing competence in undergraduate education (S3).

The supporting factors for the professionalism of FIP Unima lecturers are 1) Availability of LMS, 2) Availability of financial support from Unima management for the implementation of the tridharma of higher education which is part of the professionalism of lecturers and 3) Availability of cooperation with various parties. Furthermore, the inhibiting factors for the application of lecturer professionalism in carrying out their duties and obligations at FIP Unima are: 1) There is no systematic control of the implementation of education, research, and service as well as improvement of academic qualifications and lecturer competencies. 2) There are no clear rules and mechanisms regarding sanctions for lecturers who do not have high professionalism.

5. Suggestion

Based on the research results and conclusions, it can be suggested for lecturers to stay active and continuously try to develop and implement the tridharma of higher education so that they always improve the professionalism of lecturers, who have an impact on academic services on the Faculty of education Unima for effort to realize good governance.

Furthermore, policy makers at the Faculty of Education are expected to continue to hone the skills of lecturers and create an atmosphere that creates motivation for implementing the Tridharma of Higher Education, as well as carrying out a controlling function in management, so that human resources can contribute to improving the quality of education.

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