

QUALIFIED LECTURERS MUST UPDATE by EDUCATIONAL TECHNOLOGY

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Abstract

Professional quality of lecturers is the professionalism of lecturers which includes teaching professionalism, community service and research. The institution is responsible for the development of the lecturer profession. An important step for higher education institutions is to develop a lecturer professional assistance program covering the fields of teaching, research, and community service. The development and mentoring program for lecturers' professionalism must be combined with the demands of science, technology, art in an expansive and qualitative manner. Lecturer professional development and coaching can be carried out with coaching programs based on the needs of the institution. Programs can be successful if there has been a transformation process within the lecturer. This transformation process can be seen from: (1) increasing abilities and responsibilities in carrying out tasks and (2) behavior that is reflected in attitudes, discipline, and work ethic.

A. Introduction

Higher education is a forum for the development of high quality human resources, namely humans who have academic, professional, and intellectual competences. In addition to improving the quality of human resources who can master science and technology, higher education must develop science and technology in order to compete and develop (Idoch, 2016).

Many factors influence the quality of higher education. The dominant factor affecting the quality of higher education is the quality of human resources (HR), especially academic personnel (Syarif, 2003). Lecturers are a key internal factor in higher education which can determine the success of higher education institutions (Oktarina, 2007). These internal factors can be controlled by actors of higher education institutions involved in achieving goals (Tampubolon, 2016).

Human resources are the most valuable assets for a higher education, as well as a competitive advantage over industry, business and government sectors (Sopandi & Sa'ud, 2016). One of the internal strengths of higher education is the existence of high-quality lecturers, with a large number of lecturers who master the fields and disciplines who have S-2, S-3 and professor qualifications (Musfah, 2015). Therefore, development of human resources is an important requirement in every higher education (Primayana, 2016).

Lecturer development is a core part of institutional development. qualified lecturers are needed to improve the quality of higher education (Sanjaya, 2017). Lecturer development will affect the policy of developing educational institutions. It will have implications for improving the quality of education. Therefore, the professional competence of lecturers and lecturers' productivity needs to be developed and improved in a planned, patterned and integrated manner in one higher education management system. Development cannot be done separately, because one variable is related to other variables (W. H. Setyawan, 2017).

The ability to manage human resources including lecturers is a major factor in determining the performance and existence of an institution and company, including higher education institutions. Lecturer coaching is one way of managing human resources in determining the existence of higher education (Noor & Juhji, 2020).

Lecturers in higher education who provide professional services will strengthen personal performance as well as higher education. Human resource development will have implications for humans themselves, including higher education. When there is human resource development, higher education institutions will also experience development (Effendi, 2003).

One way to improve educational institutions is to implement institutional policies by fostering human resources for education personnel to become agents of change (Haris & Zuhriah, 2002). This means that the level of quality of lecturers who receive professional development and guidance will have implications for improving the quality and success of higher education.

The development and improvement of the quality of lecturers is very important in order to improve the quality of human resources through higher education, the problem is the development and improvement of the quality of lecturers with demands for the achievement of the final target of higher education, namely producing high quality Indonesian human resources but still low quality in teaching and learning, which only emphasizes rote, the quality of scientific publications and at least high quality books written by lecturers (Fatmawati, 2017).

The improvement of the quality of lecturers is carried out as an effort to increase the professionalism of academic personnel, both in the fields of learning, research, and community service as in the tridharma of higher education. Therefore, it is necessary to carry out professional development and educate lecturers (Pidarta, 1997). The reason is, these two elements are very necessary in the development of students and lecturers. Without evaluation, higher education will produce graduates who have expertise in certain fields but are not accompanied by adequate moral and mental development. It is very dangerous for society and the nation.

The aim of developing and improving this lecturer is to solve various problems related to the abilities and professional personality of the lecturer. This coaching and professional development includes research and community service as the main task of every lecturer.

Any higher education should be involved in the development program. He lives in an environment that is always changing and developing which sometimes contains high uncertainty. Research results are expected to generate educational innovations that are beneficial to institutions and society.

Thus, policies for the development and enhancement of human resources are needed in improving the quality of graduates so that they can compete competitively in the era of globalization. This is one of the important roles of higher education to be able to prepare reliable human resources. An important step for higher education institutions is to develop a lecturer professional development program covering the fields of teaching, research, and community service.

This writer will discuss the role of higher education in developing human resources to become professional lecturers. Focuses on how professional lecturers cover three aspects of teaching, research and community service by utilizing educational technology.

B. Policies in the Lecturer

The objectives of national education In Law no. 20 of 2003 is to develop the potential of students to become human beings who believe and have devotion to God Almighty, have noble character, knowledge, health, competence, creativity, independence, and become democratic and responsible citizen (Indonesia, 2003).

The position of a lecturer is a special skill in carrying out its duties. This special skill sets the difference between lecturers and other professions. The main task of a lecturer is to carry out teaching, research and community service called the Tri Dharma of Higher Education (Wibawa, 2017). These three main tasks are a form of lecturer professionalism in carrying out the tasks that will be discussed in the following section.

Teaching is the duty of a lecturer related to the teaching and learning process with students. In carrying out teaching duties, lecturers are required to carry out them based on professionalism. It is not done amateurs or carelessly. In teaching, lecturers are not only about carrying out their duties, but are also expected to be able to teach professionally, carry out teaching according to professional criteria that can increase their expertise and responsibility. The implication of teaching done professionally can be seen from the results and productivity which are getting better. In accordance with Tilaar's statement that the goal of professionalization is high work productivity and better and more competitive quality of work (Tilaar, 2002); (Colby & Sullivan, 2008).

Teaching in higher education needs to be made a lecture program that includes learning objectives, course content from the first to the last meeting, student assignments, and assessment systems, besides that, also the making of learning materials by the lecturer who teaches these courses (D'Andrea & Gosling, 2005). Lecturers are required to have technical skills in developing teaching programs, implementing teaching programs using appropriate strategies, and evaluating the learning process.

Cess-Newsome added, lecturers need to master broad knowledge, especially the subject matter that will be conveyed to students (Cess-Newsome, 1999). Andrea added that apart from mastering knowledge in their field, lecturers are required to have skills in conveying the material to students. This means that lecturers also need to master effective learning methodologies and strategies (D'Andrea & Gosling, 2005).

According to Yaqub Cikusin, the qualifications of lecturers in most higher education institutions in Indonesia, both public and private, still do not meet the standards in terms of education (Ruwanto, 1999).

The professionalism of lecturers in teaching is reflected in their ability to determine goals, choose learning materials, determine the appropriate method according to the material to be delivered, choose media, determine situations or set up situations and carry out objective evaluations. An effective lecturer is one who has a demeanor professional character, focused on helping students in learning (Hakim, 2005).

Lecturer professionalism includes mastery and implementation of good communication in learning, because in learning there must be active communication between lecturers and students. Interactive communication between lecturers and students will support the achievement of learning objectives.

The achievement of goals in the learning process is the willingness and seriousness of the lecturer to always monitor and adjust the implementation of their duties with educational insights (Mudzakir, 2009).

Lecturer professionalism can be realized by coaching and developing the teaching skills of lecturers to plan programs, implement teaching programs, and conduct objective evaluations (Sulistiyorini, 2012).

C. Research experts

Apart from teaching, a lecturer is required to be able to develop knowledge through scientific activities in research. Lecturers must have the ability to develop knowledge through research activities and communicate in scientific forums orally and in writing. Research activities are expected to support the development and updating of teaching materials that will be delivered in lectures for updates (Kusnan, 2018).

Professional lecturers in conducting research, the quality of the research will be even better. Research in higher education promoting quality is a central activity that can improve the quality of higher education (Sya'bani, 2018).

Research is an attempt to test, discover, and drive the development of a theory. Meanwhile, theory is a guide, direction and stimulant for the implementation of research activities (Munawaroh, 2015). Professional lecturers are those who understand theory and develop it by conducting research. Therefore, lecturers should be responsive to developments in science, technology and culture in their surroundings so that they can conduct research well. Technology is one of the elements that really helps facilitate data analysis and processing of data analysis to presentation of data (W. H. Setyawan et al., 2019).

Hasan Busri said, around 35% of lecturers in overseas higher education spend more than 20 hours per week doing research that is oriented towards the development of knowledge (Mu'in, 2019). Of course, these overseas lecturers have been equipped and nurtured to develop their profession in the research field. Lecturers can carry out research in a professional manner, so it is necessary to understand and broaden scientific insights by examining research in various aspects, both in substance and methodology. Zaini Hasan said, with studying the substance of research means that we broaden our mastery of concepts, principles, and theories in a particular field. It can be concluded that the professionalism of lecturers in research is characterized by mastery of research material which includes research substance and research methodology (Creswell, 2002).

D. Community Service expert

The lecturer has the duty to apply the results of research by providing community service which is also a professional demand. Community service activities are a form of program to develop research results so that people can use them to improve their standard of living.

The general goal of community service is to solve various kinds of problems faced by society to develop and succeed in development towards a more advanced society (Adimihardja & Hikmat, 2003). The effectiveness of community service can be measured by increasing the standard of living and community development (Mair, 1997).

By the dedication to the community, lecturers are expected to get feedback from the lecturers to develop knowledge in accordance with their respective disciplines. Community service will find problems that encourage research activities that can enrich educational materials (Wibawa, 2017). The hope, the community service will benefit because they have been helped to solve their problems, while lecturers can develop their profession.

The form of community service can be carried out in various activities including education to the community, development of research results, real work lectures and application of technology in various aspects of scientific disciplines and so on. Therefore, by doing community service, lecturers can develop their profession in the field of research and teaching by continuously updating educational technology.

E. Educational Technology for Professional Lecturers.

Lecturer duties, both in the fields of teaching, research and community service, a lecturer is required to be able to carry out professionally by applying educational technology. Each lecturer activity is carried out based on the special skills of a lecturer. A professional has the ability and attitude in accordance with the demands of his profession.

The characteristics of a professional lecturer are (1) having the ability as an expert in educating and teaching (educational technology), (2) having a sense of responsibility, (3) having a sense of serviceability and living a life career and upholding the code of ethics (Ganieva et al., 2015).

Lijan Poltak Sinambela said that the characteristics or indicators of professional lecturers are: (1) attitudes towards the teaching profession, (2) attitudes towards students, (3) attitudes toward colleagues, and (4) attitudes towards research and scientific publications. In other words, indicators of professional lecturers can be seen from three aspects, namely: (1) professional in the teaching aspect, (2) professional in the research aspect, and (3) professional in the aspect of community service. (Sinambela, 2017).

F. Indicators of Lecturer Professionalism in Teaching

Learning activities basically consist of planning, implementing, and evaluating learning outcomes. A professional lecturer is someone who has the ability to plan, implement, and evaluate teaching activities in his or her field of science.

Professional lecturers in teaching in ten indicators, namely: (1) mastering learning materials, (2) managing teaching and learning programs, (3) managing classes, (4) using media, (5) mastering educational foundations, (6) managing learning interactions teaching, (7) assessing student achievement, (8) recognizing the functions and guidance programs, (9) recognizing and organizing school administration, and (10) understanding the principles and interpretation of research to support teaching. This ability needs to be possessed by a lecturer in order to carry out his duties professionally. In essence, it can be concluded that professional lecturers plan teaching, carry out teaching programs and assess learning outcomes objectively (Wiyono, 2016).

G. Professional Lecturer Indicators in Technology

A professional lecturer is inseparable and must update all digital technology developments including mobile learning (Crompton & Burke, 2018). Mobile learning is one of the facilities that a lecturer can use to help him implement the tridharma of higher education. Some mobile learning is often used in learning, namely (1) laptops, Teachers can use their students' laptops to study in various ways. (2) Podcast is a digital audio or video program that can be accessed through handheld devices (mobile) according to the needs of the user. (3) Smartphone as an integrated tool. Multi-function phones can be used to store data; download music; receive and send short messages and e-mails; access the internet; show videos; broadcast video live video conference. (1) Laptops, Teachers can use their students' laptops to study in various ways. (2) Podcast is a digital audio or video program that can be accessed through handheld devices (mobile) according to the needs of the user. (3) Smartphone as an integrated tool. Multi-function phones can be used to store data; download music; receive and send short messages and e-mails; access the internet; show videos; broadcast video live video conference; receive alerts about campus information; class responders; sending updated information constantly; surfing mobile phone social networks; and carry out class functions (find grades, register, add / remove classes, use a content management system). Teachers also use cell phones to give quizzes to students during class; assign students to take photos during field visits and send the results of the drawings directly to the teacher; as well as sending short messages to students if needed.

Based on the explanation above, it can be concluded that a professional lecturer is required to be able to master and utilize technology to increase the role of tridharma. The use of mobile learning technology is the use of smart phones, laptops, Podcasts in the development of a lecturer to become a professional lecturer (W. Setyawan et al., 2018).

H. Concept of Lecturer Development Policy

Lecturers have an obligation to continue to improve their professional abilities in order to improve the quality of higher education. The coaching program for lecturers is an important factor in improving the quality of lecturers. Guidance and professional development of lecturers are needed, both for institutions and for lecturers themselves. All educational institutions must carry out the development and guidance of their lecturers if they want to win in the competition for the quality of education (Suryana, 2017).

Institutions have the responsibility to improve the skills and abilities of lecturers to meet the demands of their profession (Sumardjoko, 2010). Independent lecturers will be realized if they have received guidance towards increasing knowledge, insight, skills and high work behavior (Satori & Suryana, 2013).

Programs can be said to be successful if there has been a transformation process within the lecturer. This transformation process can be seen from two things, namely: (1) increased ability to complete tasks and (2) changes in behavior in attitudes, discipline and work ethic. This capacity building is the goal of this professional development program.

Yusuf Hadi formulates education personnel development programs in nine types of programs, namely: (1) orientation program for new personnel, (2) evaluation of teaching work, (3) degree education / further education, (4) on-campus workshops and seminars, (5)) off-campus conferences, (6) internships, (7) production and dissemination of teaching materials, (8) consulting and guidance services, and (9) research on teaching and learning problems (Miarso, 2008). However, this program cannot be carried out with special standards. The choice of program is adjusted to the conditions and needs of higher education whose problems are different from one another (Alba, 2011).

John L. Brown dan Cerylle A. Moffett adding that the lecturer professional development program can be in the form of: (1) study groups that are oriented towards knowledge development, (2) development-based school programs, (3) community forums, (4) professional development workshops oriented towards changing skills (Brown & Moffett, 1999). It is hoped that these coaching programs can help lecturers to solve learning, research and community service problems, as well as to escort lecturers to adapt to the demands of their profession.

Among the lecturer development programs should include: (1) development of knowledge aspects, (2) development of skills aspects, both teaching technical skills, research and community service, and (3) mental and moral aspects. This program for the development of moral and mental aspects is very important in order to maintain job ethics which is also an indicator of the profession.

It was concluded that lecturers in general could be packaged in programs to improve teaching professionalism, conduct research, and carry out community service. This program is carried out in an integrative manner according to the needs of the lecturers to improve their professionalism. Therefore, it is necessary to have the concept of implementing this professional lecturer program.

I. Concept and Implementation of Lecturer Development

The success in developing the lecturer professional development program is the effectiveness of the program applied in the professional coaching.

The concept of developing and coaching lecturer's needs a more planned, patterned, and integrated concept of human resource development. So that lecturers in higher education are more productive, their commitment and loyalty are getting higher.

The effectiveness of the program really depends on the needs of the institution and the lecturers themselves, therefore the concept and form of lecturer profession implementation can also be carried out in various ways.

Sarifudin said that the professional development of lecturers can be done through other activities:

1. **Pre in service education**, namely providing educational services to lecturers who have never been lecturers. Muhadjir said that this stage is a process of internalizing the lecturer's profession, which aims to make this new lecturer really live the teaching profession (Muhadjir, 2000). This internalization program can be in the form of training or education as a support in carrying out the profession, examples of this internalization program can be in the form of deed V or Applied Approach (AA) education, research methodology training, and community service methodology training.
2. **In service education**, namely additional educational services for lecturers in carrying out their professional duties. This is given to lecturers to increase their knowledge and skills. This program can be implemented in the form of courses, seminars, curriculum workshops, field surveys, internships and other activities.
3. **On service education**, namely services provided to lecturers in the development of certain subjects being taught. This program also covers the fields of research and community service in accordance with the discipline of knowledge. This program can be implemented in the form of learning strategy training, research training and community service in accordance with the disciplines of the lecturers.

These programs can be carried out by individual institutions or the government, either in groups or individually. Muhson said the lecturer development program could be in the form of self-study, the lecturer did the development by himself. The institute provides only the materials needed. Research and individual community service conducted by lecturers is a form of professional development in the form of self-study (Muhson, 2010).

The implementation of lecturer improvement should be flexible, using a multi-disciplinary approach, so as to provide opportunities for academic staff to develop their professional skills (Umar, 2019). Flexible means that the development is adjusted to the needs of the lecturers so that there is a transformation in this development process.

J. Conclusion

Based on the theory of lecturer professionalism which includes teaching professionalism, research, and community service. Institutions have the responsibility to develop the teaching profession, lecturers also have the obligation to develop themselves to update Educational Technology.

Lecturer professionalism includes three aspects, namely teaching, research and community service. Teaching professionalism includes the ability to plan learning programs, implement programs, and evaluate teaching objectively. Research professionalism includes the ability of research methodology and the ability to master the substance of this research. Community service professionalism includes the ability of service methodologies and adapting service materials to the needs of society.

The lecturer development program is tailored to the needs of the lecturers. The implementation of lecturer profession development can be done in three ways, namely: (1) pre-service education, (2) in-service education, and (3) on service education. Its implementation can be in the form of various activities tailored to the needs of lecturers and institutions.

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