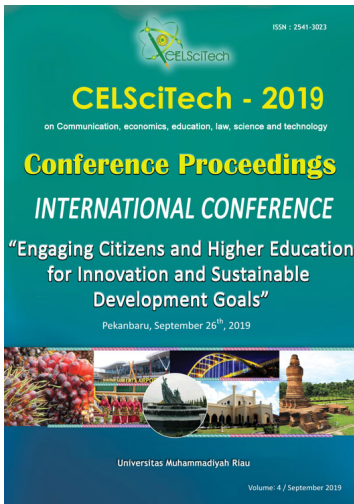




[Current](#) [Archives](#) [About](#)

[Home](#) / [Archives](#) /

Vol 4 (2019): Engaging Citizens and Higher Education for Innovation and Sustainable Development Goals



Published: 2019-12-08

Engaging Citizens and Higher Education for Innovation and Sustainable Development Goals



pdf | Abstract views: 76 | downloads: 138

Communication

Islamic Perspectives On Social Media Literacy

Nurmalina, Atmazaki, Syahrul, R., Harris Effendi Tahar
Com 1-4



pdf | Abstract views: 26 | downloads: 28

Knowledge Sharing Practices in Academics

Tashia Indah Nastiti, S.Kom., M.M, Dr. Ir. Sintha Wahjusaputri, M.M

Com 5-8



pdf | Abstract views: 38 | downloads: 13

Islam and Terorism in the Discourse Analysis of Riau Mass Media

Aidil Haris, Asrinda Amalia

Com 9-13



pdf | Abstract views: 38 | downloads: 25

North Rupal Island Governance Development as Rural Area Cultural Tourism of Bengkalis Regency in Destination Branding

Noor Efni Salam, Yasir, Nurjanah

Com 14-21



pdf | Abstract views: 59 | downloads: 28

Economic

The Role of Users in the Success of Accounting Information Systems Utilization in Cooperatives : Study Case Kota Pekanbaru

Lawita, Nadia Fathurrahmi, Hardilawati, Wan Laura

Eco 1-5



pdf | Abstract views: 49 | downloads: 28

The Influence Of Sharia Bond Issuance And Capital Adequacy Ratio Towards Return On Asset In Indonesian Sharia General Banks

Dr. Irfan. SE., M.M, Desi Elpita Sari Lubis, Dr Hj.Maya Sari., SE.,Ak.,M.Si.,CA

Eco 6-12



pdf | Abstract views: 34 | downloads: 29

Financial Development and the Cost of Equity Capital: Evidence from Indonesia

Yenny Wati, M. Rasuli, Al Azhar L

Eco 13-18



 pdf |  Abstract views: 39 |  downloads: 14

The Organization Resources and Performance: The Influence of Human Capital on Creative SMEs Sharia-Based

Qomariah Lahamid, Nurlasera Nurlasera

Eco 19-24

 pdf

 pdf |  Abstract views: 36 |  downloads: 14

The Effect of Financing to Deposit Ratio (FDR), Non Performing Financing (Npf), Profitability and Operational Cost of Operational Income (Bopo) on the Mudharabah Financing of Sharia Commercial Banks In Indonesia

Deby Siska Oktavia Pasaribu, Irfan, Maya Sari

Eco 25-29

 pdf

 pdf |  Abstract views: 38 |  downloads: 52

The Effect of Internal Control and Total Quality Management on Organizational Performance

Sigit Sanjaya, Liga Mayola

Eco 30-33

 pdf

 pdf |  Abstract views: 24 |  downloads: 40

The Strategic Planning Formulation in Public Organization

Saputra, Suyono

Eco 34-39

 pdf

 pdf |  Abstract views: 18 |  downloads: 21

Improve Community Satisfaction and Trust in the Public Service Mal of Banyuwangi District

Sigit Purnomo, Nurul Qomariah

Eco 40-47

 pdf

 pdf |  Abstract views: 43 |  downloads: 30

Education

The Effect of Using E-Mar Application with Android Based System on Students' Maritime English at Maritime Program of Politeknik Negeri Bengkalis

Aprizawati

Edu 1-4



pdf | Abstract views: 31 | downloads: 17

Needs Analysis as a First Step Designing English for Specific Purposes Programs

Triana Ramdha, Richa Fionasari

Edu 5-9



pdf | Abstract views: 31 | downloads: 16

Investigating Learners' Ability on Pronouncing Ending -s/es on the Application Existed in Android

Vina Fathira, Silvia Utami

Edu 10-15



pdf | Abstract views: 25 | downloads: 22

Analysis Of Organizational Development In Islamic First School Integrated Dar El Iman Padang

Boy Candra, Sri Atul Azmi, Syahril, Rusdinal

Edu 16-18



pdf | Abstract views: 32 | downloads: 16

Improvement of Teacher Competence with Training in Using Trainer Arduino in SMK Multimekanik Masmur Pekanbaru

Adlian Jefiza, Finanta Okmayura, Raja Widya Novchi

Edu 26-30



pdf | Abstract views: 35 | downloads: 18

Validity of the Expert System based VIT Model (Vocational Interest Test)

Vitriani, Sarjon Defit, Ambiyar, Gunawan Ali, Ari Andriyas Puji, Robby Satria

Edu 31-38



pdf | Abstract views: 38 | downloads: 24

An Error Analysis's Students to Finding Solution From a Differential Equation

Nailul Himmi, Asmaul Husna

Edu 40-44



pdf | Abstract views: 30 | downloads: 35

Interactive Multimedia in Learning 2- Dimensional Gemoetric Shapes in Elementary School

Jesi Alexander Alim, Ahmad Fauzan, I Made Arwana, Edwin Musdi

Edu 51-53



pdf | Abstract views: 31 | downloads: 29

Managing Lecturers' Competence Development at Universitas Kristen Indonesia

Bernadetha Nadeak, Lamhot Naibaho

Edu 45-50



pdf | Abstract views: 41 | downloads: 24

PROMOTING HIGHER EDUCATION THROUGH SOCIAL MEDIA

Wafiatun Mukharomah, Ahmad Mardalis, Ana Putri Hastuti

Edu 39



pdf | Abstract views: 25 | downloads: 5

Law

The Concept of Indonesian Welfate State: A Maqasid Al Shariah Welafre Index Perspective

Elviandri, Khudzaifah Dimiyati, Absori

Law 1-6



pdf | Abstract views: 26 | downloads: 18

Equitable Fulfillment of Access to Justice for the Poor in Riau Province of Indonesia

Fahmi , Robert Libra

Law 11-14



pdf | Abstract views: 72 | downloads: 12

Responsibility of the Board of Directors to the Non-Performing Loans in Banking Company Based on Law Number 40 of 2007

Sandra Dewi, Andrew Shandy Utama

Law 7-10



pdf | Abstract views: 37 | downloads: 7

Science

The Effect of Oxytocin Massage to Breastfeeding Production of Breastfeeding Mothers

Ani Triana, Yulrina Ardhiyanti, Hetty Ismainar, Hastuti Marlina

Sci 28-30



pdf | Abstract views: 29 | downloads: 71

Modification of Kenaf Fibers Composite and Empty Oil Palm Bunch With Silane Coupling Agent Addition

Delovita Ginting, Shabri Putra Wirman, Yogi Muharman Lubis

Sci 1-4



pdf | Abstract views: 33 | downloads: 31

Computational Study of Hydroxy Chalcone Compound as Potential Chemosensor for Cyanide Anion

Fitra Perdana, Ria Armunanto, Karna Wijaya

Sci 39-42



pdf | Abstract views: 107 | downloads: 23

Influence of Star Fruit and Bamboo Sprout on Nutritional and Organoleptic Values on Nugget From Snakehead Murrel and Jackfruit Seed Flour

Hasmalina Nasution, Ria Susana, Rahmiwati Hilma

Sci 43-48



pdf | Abstract views: 24 | downloads: 20

Factors Related to the Use of the Long Term Contraception Method In Community Health Center of Langsung Pekanbaru

Juli Selvi Yanti, Rina Yulvina, Eka Maya Saputri

Sci 5-8



pdf | Abstract views: 34 | downloads: 30

It-Based: The Concept of SMME Equity Empowerment of Monitoring System Analysis

Marfuah, Steffi Adam

Sci 16-21



pdf | Abstract views: 31 | downloads: 18

Factors Related With Expectant Mothers to Take Antenatal Care In the North Kampar Health Center Working Area

Miratu Megasari, Ani Triana

Sci 9-11



pdf | Abstract views: 18 | downloads: 21

Design Of Formalin Use Investigation System In Food Using Android-Based Tcs34725 Color Sensor

Neneng Fitrya, Shabri Putra Wirman, Riri Gusfita

Sci 36-38



pdf | Abstract views: 25 | downloads: 13

Analysis and Implications of the Information Equity System Model for Coastal Communities

Steffi Adam, Suryo Widianoro, Ummul Fitri Afifah, Marfuah

Sci 22-27



pdf | Abstract views: 26 | downloads: 18

An Analysis of Environmental Value Losses as an Impact of a Palm Oil Mill in Rokan Hilir Regency

Yeeri Badrun, Muhammad Hidayat

Sci 12-15



pdf | Abstract views: 40 | downloads: 13

SO2 Pollutant Distribution Model Using Gaussian Method for Multiple Point Sources (Case Study in PLTMG Duri)

Yulia Fitri, Ayu Marina Devyatno, Sri Fitria Retnawaty

Sci 31-35



pdf | Abstract views: 29 | downloads: 19

Technology

K-Nearest Neighbor Implementation in the application of Appraisal Comparison Data Search

Doni Winarso, Edo Arribe

Tech 23-27



pdf | Abstract views: 36 | downloads: 24

Detection of Hate Speech in Indonesian Language on Twitter Using Machine Learning Algorithm

Febby Apri Wenando, Evans Fuad

Tech 6-8



pdf | Abstract views: 43 | downloads: 28

Design and Fuel Consumption Analysis of Betel Nut Dryer With Capacity 25 kg

Mutriadi, Muhammad Sarep, Sunaryo, Japri , Legisnal Hakim

Tech 9-13



pdf | Abstract views: 24 | downloads: 15

Design of Batako Molding Machine Using Value Engineering Method

Satriardi, St. Nova Meirizha , Jonatan B. Parulian

Tech 14-17



pdf | Abstract views: 21 | downloads: 14

Comparative Analysis of Two-Way Concrete Slabs using the Direct Planning Method with the Equivalent Frame Method

Widya Apriani

Tech 18-22



pdf | Abstract views: 42 | downloads: 22

Implementation of Data Mining to Measure Informatic Engineering Graduation Using KMeans Clustering Method

Yogi Yunefri, Pandu Pratama Putra, Digdaya Arief Wicaksana

Tech 28-32



pdf | Abstract views: 44 | downloads: 22

Design of Ergonomic Biomass Stove Using Ergonomic Function Deployment (EFD) Method

Zayyinul Hayati Zen

Tech 1-5



pdf | Abstract views: 33 | downloads: 15

Counter



Pageviews: 11,120



Language

English

Bahasa Indonesia

Information

For Readers

For Authors

For Librarians

Managing Lecturers' Competence Development at Universitas Kristen Indonesia

Bernadetha Nadeak¹ & Lamhot Naibaho^{2*}

¹Magister of Education Administration Universitas Kristen Indonesia

²English Education Department Universitas Kristen Indonesia

Jl. Mayjen Sutoyo No. 2 Cawang, Jakarta Timur 13630

*Corresponding author: Lamhot Naibaho (lnaibaho68@gmail.com)

Abstract-This article is about the management of lecturers' competence development. It was conducted at Universitas Kristen Indonesia. This article was a qualitative research which is developed by using library study, where, in finding out the management of lecturers' competence development is, books, journals and other documents related to the topics used as the source information on this article. The results were; a) in developing lecturers' competency development programs used environmental analysis consisting of internal environment analysis and external environment analysis; b) formulation of strategies for the development of lecturer's professional and pedagogical competence as an effort in improving the learning quality by forming teams, formulating strategic plans, and disseminating information; c) activities carried out in planning the development of lecturer competencies as an effort as an effort in improving the learning quality at UKI; d) activities carried out in the implementation of the development of lecturer and professional-pedagogical competencies as an effort to improve the quality of learning are based on plans from institutions, faculties, study programs, and also at the initiative of the lecturers themselves; e) supervision activities from the results of the development of pedagogical competencies and professional competencies of lecturers in both universities are almost the same, and f) activities carried out in the assessment of the development of pedagogical and professional competence of lecturers as an effort to improve the quality of learning in UKI. It is concluded that the management of lecturers' competence development will be better if UKI implements these things.

Keywords: managing, competence development, lecturer.

I. INTRODUCTION

Managing human resources in the world of education is very important. Somebody's performance and success are largely determined by the level of competence, professionalism and also their commitment to the field of work they are engaged in. As a professional staff, the position of lecturers is serving to enhance the lecturers' dignity and role as learning agents which is aimed at developing the national quality education. The development of professionalization of lecturers is based on the needs of institutions, groups, personal. The development of lecturers is intended to stimulate, maintain, and improve the quality of staff in solving organizational problems [1]. Lecturers' professional development and development includes

professional, pedagogical, personality, and social competencies; [2]. The development of lecturers' professionalism and pedagogical competency can be seen based on the database of Universitas Kristen Indonesia (UKI), that the number of lecturers at UKI based on academic qualifications are classified based on the faculty as follows.

Table 1. Number of UKI Lecturers based on Academic Qualifications 2019

No	Faculty	Education			Total
		S1	S2	S3	
1	Teacher and Training Education Faculty	0	44	5	49
2	Faculty of Letter	1	10	4	15
3	Economic and Business Faculty	0	24	3	27
4	Law Faculty	0	17	9	26
5	Technic Faculty	1	32	0	33
6	Medical Faculty	12	83	19	114
7	Social and Politic Faculty	0	20	4	24
8	Vocation Faculty	2	18	1	21
9	Post Graduate	0	3	43	46
TOTAL		16	251	88	355
%		4,5%	70,7%	24,7%	100%

(Source: human resources data base_2019)

The composition of the above table shows that the number of lecturers who are qualified for S1 education is 4,5% and 70,7% lecturers whose qualification is S2, and 24,7% lecturer whose qualification is S3. After looking at the condition, based on a national scale, special programs are needed to improve their educational qualifications to meet the demands of law No. 14 of 2005, that minimum lecturer education is the S2 level. In the implementation of higher education, it is also ruled not only the problem of lecturer qualifications but also the ratio between lecturers and students.

At higher education, as it is required by the government that the ration between lecturers and the students is 1:25, with the classification is that is 1:30 and the social class is 1:45. In Indonesian higher education, most of the ration between students and lecturers are still far from the expectation. However, in forming the quality learning the lecturer ratio is not the only measure in determining the quality of learning [3]. In addition to academic qualifications and the ratio of lecturers' competency development lecturers to form qualified and competent lecturers can be seen from the number of functional positions performed by lecturers

[4]. In UKI, data can be seen from lecturers who have had academic positions in 2019 based on data of UKI as follows.

Table 2. Number of Lecturers at UKI Based on Academic Position

No	Academic Position	Number	%
1.	Instructor	88	24,7%
2.	Assistant Professor	111	31,2%
3.	Associate Professor	28	7,8%
4.	Professor	16	4,5%
5.	without position	112	31,5%
Total		355	100%

(Source: human resources data base_2019)

The above table shows that there are a few lecturers (31,5%) who do not develop their pedagogical competencies or lecturers who do not have academic position, and 24,7% lecturers whose academic position is Instructor, then 31,2% lecturers whose academic position are Assistant Professor, then 7,8% lecturers whose academic position are Associate Professor, and the last, 4,5% lecturers whose position is Professor. Viewed from the professional competency map of lecturers at UKI, it can be seen from the number of lecturers who have been certified as an educator, and ± 70% of lecturers' in UKI has not been certified yet, this indicates that the professional competence of lecturers in UKI still needs to be developed seriously.

In running the education system, UKI has managed the value system which should be implemented in every performance of the lecturers and the staffs. These values are humble, share and care, discipline, professional and responsible [5]. In providing, preparing and conducting the teaching and learning at UKI, all the lecturers should implement these values to create conducive, safe, peaceful, blessing environmental and then it will please everybody at the campus.

Based on the background above, an analysis on through a study was done entitled in "Managing Lecturers' Competence Development at *Universitas Kristen Indonesia*". The problem of the study is formulated in the form of question, it is: how is the management of lecturers' competencies development at *Universitas Kristen Indonesia*? The purpose of doing this research is to find out how the management of lecturers' competencies development at *Universitas Kristen Indonesia*.

II. METHODS

This article was a qualitative research which is developed by using library study, where, in finding out the management of lecturers' competence development is, books, journals and other documents related to the topics used as the source information on this article. This was based on the formulation of research problems in which this study was intended to explore data and information relating to the application of lecturer competency development. Whereas to answer theoretical problems, literature studies are used with the

expectation of analyzing several variables that make the research factors more accurate. Several data collection techniques were used in this study such as observation, interviews, and documentation. The data technique analysis was descriptive technique started from collecting the data, reducing the data, presenting the data, verifying the data and finally drawing the conclusion.

III. RESULTS AND DISCUSSION

The internal environment analysis related to the development of professional and pedagogical competence of lecturers is carried out through improving education qualifications, both towards S2 and S3 education, then in developing lecturers' competencies at UKI, UKI has to make a collaboration with relevant parties. Other forms of competency development include writing scientific papers that are disseminated at both national and international levels [6].

Other internal policies for the development of lecturer competencies are given stimulus in the form of awards which should be given to all the scientific product that is produced by the lecturers. The advantages/strengths that exist at UKI in developing pedagogical competencies and professional competence of lecturers include the magnitude of the motivation of lecturers, aspirations, high self-esteem, loyalty; competency between, other abilities in English [7]. This advantage in developing pedagogic competencies and professional competencies of lecturers is because there is collaboration between faculty leaders (Dean), chair of study programs and lecturers, namely leaders, always providing guidance and motivation to progress and to develop towards better development of lecturers' competencies and in lecturer performance; the chair of a study program always supports each policy implemented by the leader, and the lecturer with the guidance and support and motivation from the leadership becomes the spirit to carry out his development towards a better direction [8]. Another aspect is internal financial support from UKI.

The weaknesses in the development of pedagogical competencies and professional competencies faced by lecturers is that some of the lecturers which are mostly female lecturers, and certain lecturers do not want to take advantage of the opportunity to continue their education, for reasons of many tasks or busy reasons with small children and so on, although there are available funding opportunities for further study, but because of the limited number and the competitive nature, limited ability and lack of enthusiasm of the lecturers themselves [9].

As professional lecturers and researchers, they should be able to conduct their responsibility such as a) lecturing, b) doing research, c) doing community service, and d) disseminating the result of the research and community service [10]. Since lecturers are the

most important component at university, then they should be facilitated everything included the facilitation on improving their competencies besides doing the main task given to them. [11]. Or it is concluded that the education quality in a university muchly depends on the lecturers in conducting the teaching and learning and also the class management. Then when the lecturers are professional in conducting their main tasks, it will contribute a lot to the development of the university.

In order to achieve the goals of UKI, the lecturers themselves must be able to adapt "change power" then UKI finally UKI may have lecturers that are able to improve the students' quality. This achievement can be seen when the students who are taught by them are free from ignorance, incompetence, helplessness, dishonesty and the bad of the true and faithful.[12]" The education quality is achieved through systematic and well-planned activities or programs of a university, good governance, and delivered by good lecturers with a component of quality education, especially educators. From the analysis of this study, then it is concluded that the implemented policies at UKI have not yet been by the demands of existing policies.

The formation of the team as the first step in the preparation of the UKI strategic plan is more representative of the faculties/departments who is chosen to be in the strategic plan team, and are considered capable and capable of carrying out this task. The policy of forming the strategic team can also be interpreted as a communication pattern between the university leader and the faculty/department which is an important element in quality planning. Likewise, the placement of people who are experts in the strategic plan team shows that there is a desire from the university leaders to produce a plan that is not only originated but is born of a sharp and careful analysis of people who can do so.

It is different from some universities who give the mandate of the chair of the strategic plan team to experts and then given responsibility to the head of the planning and information section, or the sub-section head of planning. This indicates that the leadership uses a bureaucratic-structural way of thinking in selecting the team tasked with formulating the plan [13;14;15]. Such a way of thinking is structurally correct, where every activity that smells of planning must be carried out by the coordination of the planning section, but concerning the strategic plan team, the relevant parties and experts should be involved in and to lead the Team.

Planning the development of lecturer competencies at UKI begins with the preparation of a strategic plan as a guideline for implementing of how education should be managed, so the implementation of the next four years education's goal could be achieved well. In order to achieve it, then an analysis of the existing condition done through the analysis of strength, the analysis of the weakness, the analysis of the opportunity and the analysis of the threat. This analysis was done to identify achieving goals. Therefore the achievement motive is the driving force that drives those lecturers whose

mastery on the characteristics of students are lack, lecturers whose mastery on learning principle and theories are lack, lecturers whose ability on using technology are lack, and lecturers who do bit facilitate the students well and who do not do an effective communication with the students [16;17]. The efforts to apply the plan, strategically in the form of concrete actions, plans, strategically arranged in the form of an annual work plan. In general, the conditions of UKI in the planning strategy of developing lecturers' competencies in improving the quality of learning have been running by a respective program which is referring to the formulated vision, mission and objectives of educational institutions. Planing on developing pedagogic and professional competencies of lecturers in UKI is generally united with the institution's development plan in the strategic plan. but it does not include special programs or priority programs about developing pedagogical competencies and professional competencies of lecturers, which are incidental programs.

Implementation of lecturers' competencies in UKI was based on the analysis of the needs which had been conducted by the quality of assurance board. From the needs analysis conducted result, it may be known further steps that should be formulated in order to improve the lecturers' competencies needed by UKI. It has to be done because producing good quality learning, requires high lecturers' professional competence [18]. A standardized quality assurance board at UKI has been legally made, which one of its function assures the quality of the lecturers by controlling them with some structuralized formulated instrument. The analysis results of this control were used to formulate the program of the education which is going to be implemented. The main task of a university is developing the science, this task could be achieved through research and community services which are conducted by the lecturers at the university. The indicators which are used in assessing and determining the scientific products of lecturers are the quality and the number of their publication. Besides, the recognition and the reward of the publications also had a high contribution in scoring. Where those all could be done through seminars, workshops, scientific publications through national and international journals and scientific work. others.

The supervision process becomes the input of learning to emphasize the evaluation of the students' characteristics diversity, learning facilities owned by the university, infrastructure as well and lecturers. Besides, curriculum and also the teaching material, strategies used in teaching as well which are fits to each subject taught and to the learning context of the university. The teaching and learning process conducted in the university emphasizes the assesment of the management of learning carried out by learners including the effectiveness of the learning strategies implemented, the effectiveness of learning media, the way teaching is carried out, and the interests, attitudes and ways of

learning students [13]. The evaluation of the achievement of students during learning was done by conducting test to each of the students in each course, this is done in order to measuring the learning achievements and outcome. Then the benefits of carrying out evaluations are (1) obtaining an understanding of the implementation and results of learning that has been carried out or implemented, (2) making decisions regarding the implementation and learning outcomes, and (3) improving the quality of the process and learning outcomes to improve output quality. Article 1 of the teacher and lecturer law states that lecturers are professional educators. Lecturers' expertise also will indicate his professionalism in conducting his teaching management to the students. This could be seen through preparation made by lecturers before teaching, plannings, teaching performances, and evaluation made by him during teaching.

The general lecturers, especially those who have improved the competence of lecturers, have contributed greatly to the development of institutions, faculties, and study programs, and besides, they also give a great contribution to the development of curriculum formulation and the development of teaching materials, medias used in teaching, and practicing program held by the study program. Concerning the learning plans, the lecturers evaluate and refine it after one year after one semester or more than one year.

The assessment process in UKI has carried out the assessment process properly. Both aspects of the development of pedagogical competencies, professional competencies, and the assessment of lecturers the teaching and learning activities made by the lecturers whether it out and indoor learning activities. In teaching the courses, the curriculum and syllabus used are well integrated for each university because each tertiary institution already has a special implementing unit that handles the learning process of a compulsory university course for each course, for example, language learning center, computer learning center, and so on. It means that each university has a special implementing unit that handles the learning of computer science as a compulsory university subject, namely Computer Center Technical Implementation Unit. Teachers for both of these courses also come from educational backgrounds that are by the courses they have taken. So this does not make it difficult for lecturers to master the material taught.

From this phenomenon can be interpreted that the quality of learning in terms of expected competencies will be the same for each study program. So that learning competencies in English and Computer Science courses are the same for each study program. The same teaching material is also an indicator of learning that has been well integrated. However, in learning Islamic Education courses there were still some obstacles improving the teaching and learning activities quality. From the aspect of qualifications, the lecturers are still found by lecturers whose qualifications are not by the

courses that are used. As well as the absence of a special technical implementing unit that handles the learning of Islamic education as a compulsory university subject. Each lecturer makes his basic competencies taught and the syllabus made is not yet integrated between one lecturer and another lecturer. The teaching materials used also varied between one lecturer and another lecturer. This shows that the quality of learning in UKI still needs to be improved.

IV. CONCLUSION

Activities carried out in the management of the development of lecturer competencies are as follows: a) In developing lecturers' competency development programs used environmental analysis consisting of internal environment analysis and external environment analysis. at the stage of internal analysis, the aspect of work culture received little attention. and at the analysis stage of the external environment of the social environment, it is still the second priority in developing the lecturers' competencies (professionalism and pedagogical); b) formulation of strategies for developing lecturers' could be done by forming teams, formulating strategic plans, and disseminating information. But the obstacles faced by a long bureaucratic system make it difficult for lecturers to apply their development in the acceleration of the lecturers' careers; c) activities carried out in planning the development of lecturers' competencies in UKI. From this result, it is concluded that the development of lecturers' competencies could only be achieved or obtained through coaching activities, activating lecturers in various scientific activities namely through seminars, symposiums and scientific publications through national and international journals or proceedings; d) activities carried out in the implementation of the development of lecturers' competencies are based on plans from institutions, faculties, study programs, and also at the initiative of the lecturers themselves. Although there are limited funds provided by the internal and external funder, the number of lecturers conducting competency development activities is still quite large; e) supervision activities that are resulted on the development of lecturers' competencies. First, in the form of monitoring the progress of further studies the lecturers who attend further studies to S2 and S3. Second, the head of the study program makes a report to the faculty about the conducted activity and the achieved resulted from the competency development activities; and f) activities carried out in the assessment of the lecturers' competencies development. In general, the university has demonstrated significant results in the development of pedagogical and professional competencies. This is evident from the number of lecturers who have received certification. Other results have been achieved in the form of student achievements in the academic and non-academic fields. However, there is still a low motivation for lecturers to attend national and international scientific meetings because they are constrained by

financing and the mastery of foreign languages is still minimal.

V. SUGGESTIONS

There are some suggestion on this study, they are: a) basic and integrated environmental analysis is needed by involving the components of higher education, alumni, graduate users, the local government, and the community; b) clearly required and well documented and socialized standard operating procedures are needed so as not to make it difficult for lecturers to develop their careers as lecturers; c) a well-planned program planning for study programs is needed in an effort to develop pedagogical and professional competence of lecturers so that the expected targets can be realized properly so that the quality of learning is maintained. As well as the existing development program planned by covering all aspects of the pedagogical and professional competence of lecturers so that the competencies possessed by the lecturers will be intact, then the learning quality at UKI could be maintained well and properly; d) special programs or priority programs are needed for the development of pedagogical competencies, among others in the form of developing multi-media learning competencies in the form of training to use various types of information technology currently available intensively and sustainably. In improving the teaching and learning quality, especially for compulsory university courses, it is expected that the university has an institution or forum for lecturers who are obligatory subjects of the university as a means to sit together to discuss important matters related to improving the teaching and learning quality so that the expected learning outcomes achieved by the students have same basic competencies; e) It is expected that the leaders of higher education can provide facilities for lecturer competency development activities in the form of intensive ongoing training activities. The form of training for the development of theoretical and conceptual competencies through peer, group, discussion techniques, namely through discussion forums between lecturers and senior tutorial partner partnership coaching techniques, developing multi-media learning competencies in the form of developing training program in ordert to enable the lecturers using technology of information facilities, administrative management training Another important thing to recommend is the implementation of supervision or monitoring of direct teaching by related parties should be carried out optimally as an effort to strengthen the findings in the form of student responses that have been made in learning monitoring; f) it is expected that the government as policymakers and implementers are expected to make specific policies regarding professionalism of lecturers with all binding rules and penalties so that the lecturer code of ethics can be carried out so that there is no malpractice in teaching that can reduce quality of learning in higher education.

References

- [1] Potgieter, Basson, J. & Coetzee, M. Management competencies for the Development of Heads of Department in the Higher Education Context: a literature overview. *South African Journal of Labour Relations: Vol 35 No 1 2011*.
- [2] Lasambouw, C. Sutjiredjeki, E. & Nuryati, N. Development of Competency Standard Model for Researchers to Improve Research Capacity of Indonesia's Polytechnic Lecturer. *International Journal of Education and Research*. Vol. 3 No. 12 December 2015.
- [3] Tripathi, P. Ranjan, J. & Pandeya, T. PAKS: A Competency-Based Model for an Academic Institutions. *International Journal of Innovation, Management, and Technology*, Vol. 1, No. 2, June 2010.
- [4] Veliu, L & Manxhari, M. The Impact of Managerial Competencies on Business Performance: Sme's In Kosovo. *Vadyba=Journal of Management*, Vol. 30, No. 1 2017, 59–65.
- [5] Mah, D. & Ifenthaler, D. Students' Perceptions toward Academic Competencies: The Case of German First-Year Students. *Issues in Educational Research*, 28(1), 2018.
- [6] Le, D. T & Pham, C. H. Lecturer's Working Environment and Teaching Competence in Selected Agricultural Colleges in Vietnam. *International Journal of Financial Research*. Vol. 7, No. 5; 2016.
- [7] Tripathi, P. & Ranjan, J. A Competency Mapping for Educational Institution: Expert System Approach. *Int. J. of Computer and Communication Technology*, Vol. 2, No. 1, 2010.
- [8] Nadeak, B., Naibaho, L., Sormin, E., & Juwita, C. P. Healthy Work Culture Stimulate Performance. *Indian Journal of Public Health Research & Development*, 10(6), 2019. 1385-1389.
- [9] Luomala, H. *Competence Development and Management: Developing the Operation Models and Practices in Kpedu*. 2016. Centria University of Applied Sciences. International Business Management.
- [10] Nadeak, B., Simanjuntak, D. R., Naibaho, L., Sormin, E., Juwita, C. P., & Pardede, S. O. Analysis of Nursing Quality Services. *Indian Journal of Public Health Research & Development*, 10(6), 2019. 1380-1384.
- [11] Xu, A & Ye, L. Impacts of Teachers' Competency on Job Performance in Research Universities with Industry Characteristics: Taking Academic Atmosphere as Moderator. *Journal of Industrial Engineering and Management, JIEM*, 2014 – 7(5): 1283-1292.
- [12] Velasco, P. J. Learreta, B. Kober, C, & Tan, I. Faculty Perspective on Competency Development in Higher Education: An

- International Study. *High. Learn. Res. Commun.* Vol. 4, Num. 4 December 2014.
- [13] Sihotang, H., & Nadeak, B. Leadership Based on the Internal Quality Assurance System in the Christian University of Indonesia. In *1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP. 2017)*. Atlantis Press.
- [14] Nadeak, B., Iriani, U. E., Naibaho, L., Sormin, E., & Juwita, C. P. Building Employees' Mental Health: The Correlation between Transactional Leadership and Training Program with Employees' Work Motivation at XWJ Factory. *Indian Journal of Public Health Research & Development*, 10(6), 2019. 1373-1379.
- [15] Nadeak, G. B. The Effect Of The Cultural Organization, Leadership, Job Satisfaction, And Organizational Citizenship Behavior Lecturer In The Christian University Of Indonesia. *Jurnal Ilmiah Educational Management*, 7(1). 2016.
- [16] Blaškova, M. Blaško, R. & Kucharcíková, A. Competences and Competence Model of University Teachers. *Procedia - Social and Behavioral Sciences*, Vol. 159. 2014. 457 – 467.
- [17] Dowling, M. & Henderson, L. *Managing Personal Competencies*. 2009. United Kingdom: Great Britain.
- [18] Marsh, J. S. & Bishop, T. R. Competency Modeling in An Undergraduate Management Degree Program. *Business Education & Accreditation*, Vol 6 (2), 2014.