

Lecturer Professionalism in Improving the Effectiveness of Higher Education Institutions

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Abstract: Researchers have tried to conduct analytic studies on IAI Tebo Jambi to analyze lecturer professionalism in improving organizational effectiveness. **Methodology:** The study used qualitative design with survey approaches. As a source of informants, the study involved 3 managing—lectures as well as employees plus students through purposive sampling. Data collection is done through the results of interviews, observations and documentation. **Main Findings:** The limits of area research selected for this study reflected the competence of lecturers into fundamental aspects in the learning process thus impacting the quality of graduates. As the newly transformed college from high school to institute demands strategy in HR governance system and fulfillment of college resource standards. **Applications** The practical implications when the quality of management education is enriched, it will create global management professionals who will contribute qualitatively to industry and lift global economic development as a whole. **Novelty/Originality** The process of IAI Tebo Lectures professional development with four steps, First, interested stakeholders, workers organization society; Second Competencies according to knowledge, skills, and attitudes. Third, the barriers and propulsions with contextual elements, personal

characteristics and relational elements. And the fourth stakes of development with Early career, Career in consolidation, and Consolidated career.

Keywords: The Effectiveness of Higher Education Institution; Lecturer's Professionalism, Quality Improvement;

1. Introduction

Universities are today confronting significant transition issues as a result of the demands of a dynamic industrial environment (Martyakova & Gorchakova, 2019). College students today must apply to the topic they are learning. Furthermore, the development of individual soft skills contributes to the industrial world's competency (Arfani & Nakaya, 2019). In the case of universities, the idea is applied in the manager's maneuver in establishing long-term policies that acknowledge the most recent government policies in the setting of an independent campus (Steve Giegerich, 2019). However, the need for competent professors is a critical component of higher education programs' effectiveness in producing graduates who play a significant role in fostering societal stability (Kremen, 2013).

Professional lecturing figures must be present (bangkapos.com, 2021). Observations at many Islamic religious universities in Jambi reveal that professional lecturers' priority needs can be assessed both inside and externally (Wajdi, 2016). Internal policies are implemented by developing lecturers' competency and evaluating lecturers' performance. Meanwhile, external policy analysis is the hiring of qualified academics. The abilities acquired by lecturers in the form of a set of knowledge, attitudes, and behavior in carrying out their tasks and activities as lecturers are conceptualized as competence (Mkrttchian & Belyanina, 2018). It is controlled in Law No. 14 of 2005 in carrying out his professional tasks.

Following the epidemic, there has been an increase in demand for lecturer competency, one of which is that instructors must be IT proficient and stakeholder contribution (Ilham et al., 2021). Lecturers are accountable for the advancement of technology and science. Professional lecturers can be evaluated emotionally based on their ability for student intellectual development, work skills, innovative power, and level of originality in carrying out work (Fayolle & Redford, 2014). Furthermore, lecturers' professionalism can be observed in their capacity to respond to program achievements that are implemented by the university's vision

goal and character education (Rahmah & Fadhli, 2021). In terms of cognitive ability, the lecturer must be able to effectively supervise the class.

The study looks at professors' competency, specifically the professionalism of lecturers. Professionalism is an aspect of individual behavior that influences organizational efficiency (Prasetyo et al., 2022). Education management research focuses on lecturer professionalism and organizational success (Ekasari et al., 2021). Furthermore, strengthening lecturers' professionalism is an additional issue to increase the validity and reliability of competency-based quality management implementation. Good individual behavior represents higher education institutions' positive cultural values as well as operational notions (Fajri & Sukatin, 2021).

The purpose of this research is to describe the status of governance and the efficacy of the higher education system at the Islamic Institute of Religion (IAI) Tebo Jambi. The purpose of this research is also to determine the impact and restrictions of lecturer professionalism on the educational process.

As a result, the requirement for a culture of creativity to increase professors' professionalism is a significant driving force for universities. Increasing the professionalism of professors necessitates policy support in the internal governance of the university. Because IAI Tebo is the only religious college in Tebo Regency, it receives special attention in terms of institutional development. Internally, the Supervisory Board currently wields the most power, representing a wide range of interests, including the government. This study is needed to determine the tactics employed by the manager to improve the professionalism of IAI Tebo Jambi lecturers.

It is believed that the research findings will be useful in the development of relevant additional studies, as well as in analyzing the notion of lecturer development contextually and conceptually, as well as the culture that emerges in the dynamics of today's higher education management.

2. Methods

Using an analytical methodology, this form of research is qualitative. The research endeavors to examine the difficulties and roadblocks encountered in achieving the effectiveness of higher education. Observation and unstructured interviews were utilized to acquire the data. Data analysis was performed throughout the data gathering phase by verifying data, grouping data, and assigning data codes or coding to make identification easier for researchers. As a

theoretical foundation, qualitative research has traits with the fundamental assumptions or hypotheses of subsequent research (Milles & Huberman, 1994; Taylor et al., 2015). This concept is then employed as the basis for research studies in which the researcher accepts the veracity aspect. In addition, researchers develop conceptual framework as a novelty. The contested research assumptions provide a solid foundation for the efficacy of instruction; underline the theme's significance (Emzir, 2011). In this study, professionalism and organizational effectiveness are the focal points. In addition, the formation of research hypotheses is pursued through the examination of various theoretical conceptualizations of professional competence in enhancing the efficacy of higher education.

3. Results and Discussion

The Act's efforts to enhance the professionalism of lecturers

As a profession, lecturers have functional position-based career paths. Criteria of these functional positions have been statutorily regulated based on aspects of professional competence and professional authority. Aspects of the lecturers' professional ability can be observed through their job motivation, which is expressed in their attitude. If individual instructors are competent, the organization will also do well.

This investigation was carried out at the Tebo Islamic Institute. According to Law No. 14 of 2005 Concerning Teachers and Lecturers, lecturer qualifications are met when lecturers realize their role as professional educators and scientists whose primary responsibility is to develop, transform, and disseminate science, technology, and art through teaching, research, and community service activities (Ministry of Education and Culture, 2005).

According to the definition provided by Robbins, a professional is a person whose occupation or activity has the potential to become a source of income (Robbins et al., 2014). The completion of a lecturer's career path might be determined by the skills, knowledge, or abilities that meet certain quality standards or norms and require professional training (Robbins, 2010).

Presently, religious universities have autonomy over the growth of their organizations. The completion of these advancements by the organization's most pressing requirements. In this instance, IAI Tebo focuses on enhancing the performance of instructors.

Indicators of lecturer competency can be described through the explanation of

the following indicators:

1. Pedagogical considerations; the capacity of instructors to manage to learn. In the post-Covid era, education is conducted online. In this instance, some teachers are expected to possess technological expertise. Basic qualifications for instructors include the ability to manage online learning tools like the Zoom program, Classroom, and Edmodo. According to research data, 80% of IAI Tebo professors utilize the zoom application for learning.
2. Personality element; The attitude of a lecturer with a good personality demonstrates the fulfillment of this aspect. During the covid time, when learning was conducted online, the IAI Tebo instructor showed wisdom and began. This is demonstrated by the fact that online education functions optimally. The completion of course requirements is imminent. One may say that professors have integrity. Despite having to make concessions such as filling pulses for zoom quotas, learning flexibility, and learning follow-up, achieving the set curricular goals.
3. Social factors; in this situation, the instructor can converse and connect with students effectively and efficiently. Despite the limits of the function and the Covid situation, some student activities continue to operate, demonstrating the nature of the relationship with students. During the covid phase, the mode of communication between colleague lecturers demonstrates respect for the policies. There are constraints on campus regarding the improvement of instructional facilities and technology. However, lecturers have options based on their specific capabilities so long as learning activities go as predicted and do not deviate from the predetermined objective.
4. Professional considerations the research data demonstrate the professionalism of professors notwithstanding ideological disagreements with campus policymakers. This antagonism is demonstrated by the leadership through sectoral policies and tends to be detrimental to the careers of teachers.

Due to research-related policies, the campus has been unable to offer OJS Journals, hence the number of instructor publications has not expanded much. Despite facing difficult circumstances, lecturers demonstrate professionalism by engaging in self-education. The self-awareness-based motivation to enhance personal potential without waiting for the campus to assist it. Increasing the lecturers' capacity enables them to increase and grasp the breadth and depth of the subject matter they teach.

These factors should offer institutions optimism and hope, particularly in terms of strengthening the ability and competency of lecturers through technology initiatives. IAI Tebo then centered its performance enhancement efforts on institutional and human factors. The performance enhancements that have been implemented are centered on individual and institutional capabilities. In the context of individual lecturers, there are qualification criteria for resolving workplace conflicts, enhancing work discipline, communicating to complete work reports, and fostering an engaging learning environment. To improve IAI Tebo's performance, it is possible to take the professionalism of the lecturers into account as a crucial aspect.

Observing the mastery of the content during the learning process is one way to improve the performance quality of lecturers. In this situation, senior lecturers supervise student learning or receive student reports. The observation model also evaluates the lecturer's capacity to communicate with students or coworkers, as well as their teaching technique. As for the technical talents of IAI Tebo professors, the campus-wide learning process becomes of high quality.

In addition to the lecturers' competence and sense of responsibility during the learning process, the lecturers' professionalism can also be determined by their level of expertise. Lecturers are actively present throughout classes, and periodic assessments of the learning process are conducted. It is an opportunity because IAI Tebo is the only religious college in Tebo Regency at present. This circumstance should be viewed as an opportunity for capacity building so that it can attract the attention of the local population.

If the lecturers exhibit professional competence, the organizational performance of the campus will indirectly improve (Prasetyo & Sukatin, 2020). IAI Tebo instructors are obligated to implement the learning process to legal requirements. Minimum learning standards are reached when there are lesson plans (syllabus and lesson plans) and the process is implemented utilizing diverse and innovative teaching approaches. The method of evaluating learning is carried out by holding biweekly sessions. According to the available evidence, even confronting ideological resistance, some lecturers maintain a professional demeanor.

Professionalism in Individual and Organizational Behavioral Studies as a Lecturer

The issues that IAI Tebo lecturers encounter are like those that other universities experience. As the foundation for religious colleges in Tego Regency,

IAI Tebo confronts an issue of diminishing quality due to a lack of infrastructure and low maintenance expenditures. IAI Tebo is a private campus with restricted financing sources.

Of course, more operational costs are required following the shift of status. The existing state of human resources with qualifications of graduates of educational administration or financial administration is still limited in terms of process management toward financial responsibility.

Even present resources are appointed based on the family rather than academic qualifications. The analysis of lecturers' problems results in a lack of initiatives to innovate in curriculum development. Another recurring issue is the necessity to strengthen institutional administrators' capacity so that they can create partnerships with external parties or stakeholders for the promotion of science.

The case of professionalism that occurred at IAIN Tebo was related to the teachers' capacity. The proportion of lecturers who already have a lecturer certificate is greater than 50%. This figure should serve as a starting point for management in developing programs to strengthen the capacity of lecturers. This means that even certified lecturers will have an impact on their capacity if they are not supported by the institution. Finally, professors are less competitive. What is not predicted is a drop in the quality of university graduates.

The Chancellor anticipates this by cultivating loving ties with academics, giving them a reason to study independently. Because of technical complexity and unfettered access to knowledge, lecturers should be able to build their competence independently, reducing the strain on the institution.

Universities evaluate conflict situations in this contribution by objectively enhancing the lecturer's profession's understanding of the scope of work he does. It is critical to pay attention to the prevailing style (or lack thereof) in resolving conflict situations in student-teacher, lecturer-supervisor, and lecturer-lecturer interactions, as well as to investigate differences in its application. There are no gaps, and it is conducive. The achievement of lecturers' professionalism in study instances involving individual conduct.

Increasing the professionalism of lecturers is not restricted to the context of personality; rather, it has been effectively decided how to achieve goals and fulfill human resource skills to realize the university's vision (Bledstein, 1976). Effectiveness is also a measure of how conducive the educational environment is to be attaining organizational objectives. Observing the documentation data of the program's implementation, it does not entirely reflect the university's aim. Due to

sectoral decisions, program planning likewise remains in a quandary. In an ideal situation, the planning process would be preceded by a SWOT analysis. However, the manager in this circumstance has limited human resources, so the planning analysis is conducted without empirical data.

College Performance and Lecturer Professionalism

On the internal level, lecturers' professionalism is the most important factor in the success of the learning process; without their quality and sacrifices, a learning process cannot function successfully and increase the quality of graduates. Not to mention the evolution of the concept that the quantity of students, not the quality of education services, determines the quality of higher education.

Professional competence in the study of individual behavior can be measured by cognitive and psychomotor abilities, relying on IQ (intelligence quotient) and the ability to control emotions (emotionally literate), as well as the ability to fill the soul with spiritual values (spiritual quotient) (Rahmah & Fadhli, 2021; Rodliyah, 2019). Intellectual and emotional balance are not guaranteed by high-IQ lecturers or graduates from foreign colleges. In terms of emotions, balance is a state in which the professor has the intelligence to recognize habit patterns and is proficient at managing emotions. Emotional literacy skills are five skills aimed at enhancing instructors' professionalism: (a) comprehending colleagues' feelings; (b) having the ability to hear and feel empathy; (c) having the capacity for self-control or the ability to manage emotions; and (d) improving ineffective work relationships; in this regard, lecturers must develop emotional skills known as emotional interactivity.

The spiritual quotient (SQ), also known as the attitude of lecturers who are flexible, active, and adaptive spontaneously, is the second aspect in the examination of individual lecturers' professionalism. In the context of the game, spiritual intelligence is assessed. Lecturers are evaluated in this regard based on their everyday behavior, which includes self-awareness, the ability to cope with student behavior, and the ability to set an example and act for the campus community. Observations on individual personalities can also be evident in work attitudes influenced by religious principles, as well as a reluctance to cause difficulties that harm persons or institutions. In order to improve professional attitudes in this area, a holistic approach is required. This means that instructors are more likely to be critical of how advice is given by paying attention to ethics and etiquette. Some lecturers, on the other hand, are outspoken in their criticism of the Chancellor's policies. As a result, it is becoming increasingly evident that

professional competency has an impact on IAI Tebo teachers' performance.

Changes in higher education curricula that encourage students to be more self-directed learners necessitate professor flexibility. Freedom, in the sense of extending horizons, becomes the most valuable asset, allowing learning to take place in an engaging manner; nonetheless, learning is impossible to carry out without professionalism. Not to mention the emergence of vocational programs that necessitate a more creative curriculum. So that lecturers' professionalism does not end at the individual level, but instead contributes to higher education policies as instructional facilitators.

The vision, mission, goals, and management principles that the campus program aims to achieve include curriculum development, assisted activities, educational resources, facilities and infrastructure, professional capacity development, spatial planning, management, and community participation in the delivery of higher education services.

Enhancing Lecturer Professional Capabilities

Aspects of lecturer professionalism are also observed through lecturer performance indicators in the learning process, such as the development of teaching materials, the development of teaching methods, the student mentoring process, competence and methodology, the ability to interact and communicate with students, adapt to technology, and conduct lecture activities both independently and concurrently contribute positively to student achievement at IAI Tebo.

The professional development of lecturers at IAI Tebo is founded on six principles:

First, to enhance lecturers' knowledge and enthusiasm for lifelong learning so that they can meet the demands (standards) of professionalism and follow the dynamic evolution of science.

Second, the primary key to achieving optimal educational outcomes is the learning process. Consequently, for IAI Tebo, the quality of learning (teaching and learning process) is a highly essential aspect of learning outcomes, and educators play a crucial role in the learning process. For this reason, mastery of the topic of study being taught (competence) and a variety of learning modalities, including methods, are vital components of any endeavor to enhance lecturers' professional skills.

Third, The contact between instructors and students in the learning process is a determining factor for effective learning. It is impossible to separate the

success of students in comprehending or mastering learning materials (concepts or teaching materials) from the lecturers' communication skills. Therefore, instructors must have the ability or skill to communicate effectively to facilitate quality learning (quality teaching).

Fourth, students are put as subjects of learning. Effective learning is defined by or necessitates active participation. The capacity of instructors to inspire students to be active and think critically during the learning process is a crucial element in the development of high-quality learning. Therefore, instructors must be able to utilize and create interactive ways (active learning).

Fifthly, the primary source of innovation at IAI Tebo is the lecturers' inventiveness in pursuing effective education and building a participative method. The innovative efforts of lecturers in facilitating learning serve as a source of learning for lecturers and are used to produce educational innovations in the institutional setting. Therefore, lecturers' professional growth is also geared toward enhancing their research skills, the outcomes of which can be applied to learning development (creativity or innovation).

Sixth, support or community participation and empathy for the socio-cultural environment, particularly the interests of the local community about the world of education, are significant aspects in ensuring the program's continuity. To increase the quality of local universities, the empowerment of educational institutions and community forums (external stakeholders) as a venue for community engagement is crucial. The educational community (lecturers) in the area has profited from the lecturer's professional development program since the transformation of higher education institutions. Therefore, universities must have access to professional development activities.

For lectures to improve their performance, they require both internal and external motivation on a high level. Motivation is the primary determinant in the establishment of a lecturer's professional attitude, based on a performance evaluation of the lecturer. If the performance of lecturers improves, so will the quality of education at IAI Tebo. The study's findings also include comparisons with similar institutions. An example of observation, the comparison of IAI Tebo and IAI Yasni in terms of the number and output of professors, remains a conundrum. These circumstances should be used as a basis for policy formulation so that campuses can enhance professor performance and the quality of

educational services by fostering lecturer professionalism and accomplishment motivation.



Figure: Professional Development Process

The process of IAI Tebo Lectures professional development with four steps, First, interested stakeholders, workers organization society; Second Competencies according to knowledge, skills, and attitudes. Third, the barriers and propulsors with contextual elements, personal characteristics and relational elements. And the fourth stakes of development with Early career, Career in consolidation, and Consolidated career.

Several development programs, such as education and training, are utilized to increase the lecturers' professionalism. Due to its private status, IAI Tebo manages its finances independently. The quality of educational institutions is dependent on the efficacy of the leadership's policies. Therefore, the Chancellor of IAI Tebo must comprehend the fundamentals of educational administration. Conceptually, the Chancellor, Dean, and/or top management do not comprehend the organization as its whole. There are sectoral policies and lecturer productivity, as well as data collected by several concurrently employed lecturers.

These issues need that the Chancellor and other top managers have a theoretical understanding of organizational structure conceptualization, policy formulation, leadership styles, and change management. It is anticipated that policymakers (Rector–Dean) will have a sufficient comprehension of the aforementioned theory to effectively perform managerial functions about enhancing the quality of higher education services for students (users). This orientation contributes to enhancing the lecturers' professionalism so that they have a positive image and a happy work environment. These efforts are carried

out concretely if a conscious, non-coercive understanding is reached between the components.

The study's findings indicate Redman, Bashori and Husaini that enhancing the professional competency of lecturers improves the effectiveness of higher education institutions and the caliber of their graduates (Bashori et al., 2020; Prasetyo & Husaini, 2021; Wiek et al., 2011). Professional lecturers who are knowledgeable in their scientific subjects are the foundation and manifestation of the quality of higher education services. The professionalism of lecturers is demonstrated by the completion of academic duties geared toward the achievement of institutional objectives. Professional instructors are dedicated to quality and engage in continual improvement. Professional lecturers also possess quality leadership exemplified by an attitude and sense of responsibility. The growth of lecturers in higher education is an ongoing process that is the responsibility of both the lecturers and the organizations and institutions where they are placed.

This study has significance for institutions conducting observations in the form of a survey as a factor in formulating strategic policies. Academically, the administration of IAI Tebo must expand its contextual and operational ability in the creation of policies to improve lecturer performance so that they are directed and prioritized. Substantively, the campus administrator has resources for enhancing the professional competence of lecturers so that it can be attained progressively by the institution's requirements. This research serves as a secondary source for the author's future lecturer professionalism studies.

4. Conclusion

IAI Tebo is enhancing the efficacy of higher education via a systems-based approach (input-process-output). Several development activities, such as education and training, are implemented to enhance the professionalism of lecturers. Due to its private status, IAI Tebo manages its finances independently. Financial autonomy necessitates a shift from line-item budgeting to lump-sum funding, emphasizing the importance of production and performance, competitiveness, and market orientation. After the institution's restructuring, IAI Tebo prioritizes long-term programming by preparing the most qualified cadres for additional education. In this context, the necessity of regeneration is closely connected to the formulation of policies for higher education. Visionary

organizations outlive their respective leaders. It is vital, therefore, to prepare cadres to become leaders or other strategic members.

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