

Lecturers' Competencies in Higher Education in Indonesia to Support the Quality of Graduates (An Educational Policy Analysis)

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Abstract

The purpose of this study is to analyze the implementation of lecturers' competencies based on the Indonesian Higher Education Policies. Many studies have shown that lecturer's competencies are significant to prepare the quality of graduates entering the workplace. Lack of lecturers' competencies will affect the quality of graduates to enter the workplace. As a result, graduates will have difficulties to get jobs in the workplace. Currently, there are more than 3500 tertiary education institutions in Indonesia with around 250 thousand lecturers. The Indonesian Law of Teachers and Lecturers Competence and Act No. 14 of 2005 and Indonesian National Standard of Higher Education 2014 declared that a lecturer is an educator who has to fulfil four kinds of competencies, which are; a. Pedagogic competence, b. Personal competence, c. Social competence, d. Professional competence. These competencies will influence lecturers' performance in the classroom. Consequently, it has an impact on the quality of graduates. Nevertheless, there are still implementation difficulties. Presently, many lecturers are still applying the conventional teaching patterns, with low research publications and little professional developments to support their competencies. As a recommendation, the role of a government supported institution is significant to improve lecturers' competencies by accommodating new patterns of teaching methods, such as; SCL (Student-centered Learning), PBL (Project-based Learning), research approach, professional developments, and current skills that support graduates to be workplace ready.

Keywords: Higher education, graduates, lecturers' competencies

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1. Introduction

The universities are seen by stakeholders as they have a responsibility to provide graduates with necessary work skills to contribute to the achievement of their goals and to provide a satisfactory learning experience for graduates (Richardson and Kabanoff 2003 p.1). Thus, the importance of quality education to develop human potential and improving the quality of human resources, especially universities graduates should be of paramount concern to the agency in preparing them to face the globalized world (Suharsaputra, 2015).

Human resource management in higher education institutions is required particular intervention to support their lecturers, as an organization of higher education must be managed with modern techniques such as resource management concerning the efficiency, effectiveness, productivity and accountability that is generic and applicable to all types of organizations. In the decree of Teachers and Lecturers, Act No.14 Year 2005 mentions that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and the arts through education, research, and community service. It is due to run educational programs are both needed lecturers who also have good quality performances. By having good lecturers in the high quality of their performance, universities can formulate the programs and the most modern curriculum to ensure the graduates qualified by the development of the global market.

These conditions issues are still quite diverse, but the main problems lie in this conditions lead to the weak role of the faculty in improving their lecturers' competence, especially regarding competency in carrying out their duties in the learning process (DGHE, 2014). It is certainly going to produce a low quality of graduates to enter the workplace, in connection with the above. Thus, this article will discuss the competence of lecturers concerning the policy on high competence of lecturers in universities with the formulation of the problem as follows:

1. What are the concepts of lecturers' competencies policies at universities in Indonesia in improving the quality of its graduates?
2. How will the function of lecturers' competencies be implemented in higher education in Indonesia?
3. How do the lecturers' competencies in higher education in Indonesia can improve the quality of its graduates?

2. Literature review

2.1 Definition of Lecturer

Generally, a "lecturer" is classified as an "educator", According to the Indonesia National Education System Decree Act No. 20 Year 2003, in Article 39 (2), which states

"Teachers are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training, and conduct research and dedication to the community, in particular for Educators on College". In Article 40 (2) added that educators should:

- a) Creating an atmosphere of meaningful education, fun, creative, dynamic and dialogical;
- b) Professionally committed to improving the quality of Critical; and
- c) Exemplify and maintain the good name of the institution, profession, and position by the trust given to him.

The world's universities, Indonesian higher education institutions' performance are based on Three Pillars of Tertiary Education (Tri Darma Perguruan Tinggi), namely: teaching, research and community service. Regarding applying Three Pillar of Tertiary Education, lecturers have the following roles;

- a) Facilitators and resource persons in the classroom learning
- b) Researchers and experts in scholarship each for the development of science, technology, culture and art.
- c) Servant / public servant with the effort / how to apply his expertise to the wider community.

Referring to Law No. 14 Year 2005 on Teachers and Lecturers Article 69 states that the coaching and professional development of lecturers include competence, namely:

1. Pedagogic competence or the ability to manage learning lecturer.
2. Competence personality or standards authority, maturity and exemplary.
3. Professional competence or the ability of faculty to master content and teaching methods.
4. Social competence or the ability of faculty to perform social communication, both with students and the wider community.

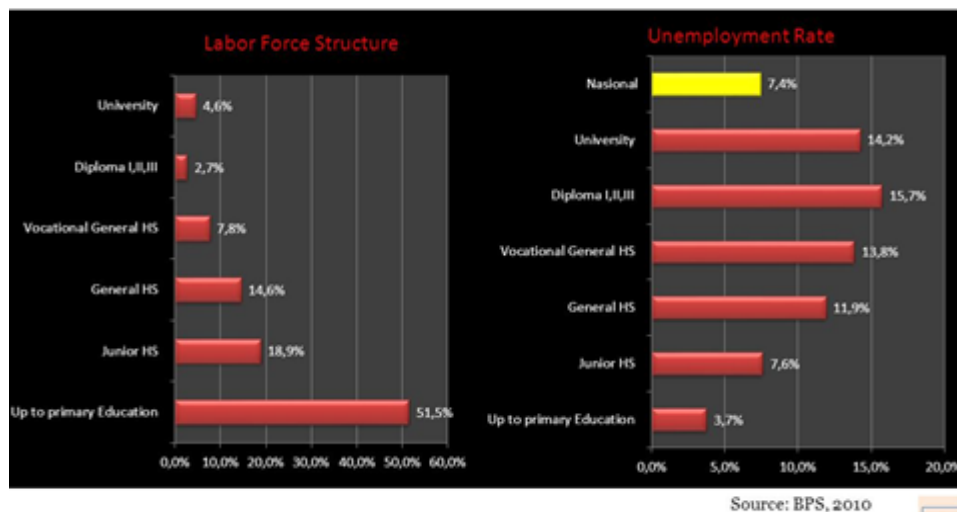
It is also reinforced by the Regulation of the National Education Ministerial Republic of Indonesia Act No. 16 Year 2007 on Standards of Academic Qualifications and Competencies of Teachers and Lecturers. The four competencies above are integrated into the performance of teachers and lecturers. These competencies are a set of knowledge, skills and behaviors that must be owned, lived and ruled by the faculty in carrying out their professional duties. To the competence of lecturers in improving the quality of learning that will create high-quality graduates is very significant. The

Indonesian government through The Decree of Ministerial of Education Act No. 045 / U / 2002 requires a change towards the goal of higher education:

- (a) Provides graduates who can compete in a global world;
- (b) Variations in the orientation of higher education which is no longer just to produce intelligent human knowledge, but also the ability to apply their knowledge of life in the community (competent and relevant), more cultured; and
- (c) Also the changing needs of the world of work, which is manifested in changes in recruitment needs.

Labor force structured and unemployment in Indonesia, which based on Indonesian Central of Statistics Bureau states that many unemployment in Indonesia is graduates who cannot enter in the workplace due to their qualities in competing for their knowledge.

Labor Force Structure & Unemployment in Indonesia



Also, to support higher education institutions, Indonesia Qualifications Framework (IQF) which was released in 2012 is a framework that balances the competence level of qualification and integrates education and vocational training fields as well. IQF prepared based on specific needs and goals unique to Indonesia's education system and career system working the world. IQF also designed in accordance systems developed in other countries, such as Europe, Australia, Scotland, Hong Kong and New Zealand.

Indonesian Qualification Framework (2012) is a framework of qualifications balance with integrity level of competence and vocational education and training. To face the competition in the world globally in the 21st century, IQF (2016) was also designed to

spread the University graduates into the 21st century. It focuses on: (1) skills, (2) Expertise (3) knowledge, (4) and harmony with the flexibility to achieve Achievement learning (learning outcomes). Indonesian resources required in a global world are those who have the competence hardworking, creative thinking, ability For productive, make decisions, problem-solving, learning, collaboration and self-management (Marzano, et al. (2006). As a consequently, to support graduates to be ready in the workplace, all lecturers in Indonesian universities should comprehend the Indonesian Qualification Framework.

IQF Description Based On Learning Outcomes



2.2 Definition of competence

Finch & Crunkilton, (1992: 220) stated that "Competencies are reviewed those tasks, skills, attitudes, values, and appreciation that are deemed critical to successful employment". This statement implies that the competencies include jobs, skills, attitudes, values, appreciation is granted to successful living/income live. It can be interpreted that the competence is a combination of knowledge, skills, and application of the duties in the job. The word "Competence" according to Mulyana (2003) states that the competence is defined as the knowledge, skills, abilities controlled by a person who has been a part of him so that he can do the behaviors of cognitive, affective and psychomotor as well as possible.

According to Indonesian Manpower Law, Act No. 13 Year 2003, article 1 (10), competence is the ability of each that include many aspects of knowledge, skills and attitudes that work by the standards set. Johar (2006: 130) concluded that the competence of teachers and lecturers associated with the authority to carry out its duties. In this case, the lecturers use fields of study as a learning material that acts as an educational tool, and pedagogical competence related to the functioning of lecturers in observing the behaviour of learners learning (university students). Long, et al. (2014) says that "A competency has

its relations with all the three fields underperformance can be assessed. Reviews these areas are knowledge, skills and attitudes ". The competence is associated with three skill performance can be evaluated, namely knowledge, skills, and behaviours. Therefore, in line with the policy of Indonesia Higher Education, the competence of lecturers should be integrated overall competence above.

1) Pedagogical Competence

Pedagogical Competence includes understanding the teacher to the learner, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials in the classroom.

2). Personality Competence

Personal competence is a personal capacity reflects the personality of a solid, stable, mature, wise and dignified, become role models for students, and noble.

3). Social competence

Social competence is the ability of teachers to communicate and interact effectively with students, fellow teachers, staff, parents/guardians of students and the surrounding community.

4).Professional competence

Professional competence is the mastery of learning materials widely and deeply by the scientific discipline, which includes mastery and scientific overshadow the substance of the material, as well as mastery of the structure and methodology of science. Research and support related to scientific, lecturer certification as well as higher functional position.

3. Discussion

3. 1. What are the concepts of lecturers' competencies policies at universities in Indonesia in improving the quality of its graduates?

Basic policy implementation faculty development through high standards of competence of lecturers in Indonesia higher education institution.

A. The Decree of Indonesian Higher Education Law No. 12 of 2012

In Law, No. 12 of 2012 on Higher Education mentions that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research and community service.

B. The Decree of Teachers and Lecturers Law No. 14 in 2005 and The Ministerial Education and Culture Act No. 16 Year 2007

In Act No. 14 Year 2005 section 69 states that the competence of lecturers includes: 1. Competence Pedagogy (2). Competence Personality (3) Social Competence and (4) professional competence. Later in the Ministerial of Education and Culture ct No. 16 Year 2007, the description of the competence of lecturers, i.e., pedagogical, personal competence, professional competence and social competence. Overall it is an integral element of which is the standard that must be met by lecturers participating companies to educate the nation's children qualified.

C. Long-Term Strategy for Indonesian Higher Education Higher Education 2010-2014

In the Indonesia Higher Education Strategic Plan 2010 - 2014 (Director General of Higher Education, 2010) it was stated that one of the strategies to achieve Indonesian higher education quality and the outcomes is the relevancy of the university with the needs of the industrial world. This relevance can be interpreted as the university having a sensitivity level to highlight what kinds of workplace competencies required by stakeholders. Other strategies contained in the Higher Education Strategic Plan 2010 - 2014 is to encourage the process of education and learning environment more conducive to educate graduates who are intelligent, skilled and characters.

3. 2. How will the function of lecturers' competencies be implemented in higher education in Indonesia?

The lecturer is an important component of higher education; faculty will determine the quality of education and quality of graduates. If the high-quality faculty, the quality of higher education will also be of great value, and vice versa. It should any program launched by the institution which is if not supported by lecturers of high quality, it will produce graduates who cannot meet the demand of stakeholders. Lecturers who have good and high-quality performance, institution programs can formulate a program or curriculum-the-art to ensure the achievement and the quality of its graduates.

Indonesia, according to Suharto (2011) says that the development of quality lecturers have also been known since the 70's. Some colleges had organised activities included in the category of coaching lecturers, such as upgrading special new lecturers (Character) by the Higher Education for senior lecturers who did not have a background of undergraduate in education. Even universities were particularly had set up a training centre faculty staff and conducting coaching lecturer in regional and international level, many of the constraints faced by, among others, socialisation upgrading this program. It had many obstacles because many lecturers that were spread throughout the territory of Indonesia, many lecturers did not have this training.

Currently, the Indonesian Directorate General Higher Education continues to pursue upgrading or workshops for young teachers who are not education by program Applied

Approach (AA). It is intended for new lecturers to be able to meet the standards of competence of lecturers contained in the Ministerial Education and Culture Act No. 16, 2007. This government policy through the Higher Education program is very effective to improve the competence of lecturers will be standard. Also, the universities through this policy should accommodate the lecturers to be more encouraged to improve the competence of their teachers who will ultimately produce graduates who are qualified and ready to welcome the work market.

3. 3. How do the lecturers' competencies in higher education in Indonesia can improve the quality of its graduates?

Implementation of the policy of high competence of lecturers in universities that have been applied by the Ministerial Education and Culture Act No. 16, 2007 namely:

a. Pedagogical competence

Pedagogical Competence is a critical element in the tertiary education level, and faculty as an actor that transferring knowledge to students must be competent qualified with teaching methods that can be easily understood by students. Conditions lecturer in the current pedagogical competence based on the observation team of Higher Education Curriculum (2014) states that the most important issue in the success of the college curriculum is a lack of role within the competence of the teaching faculty, which includes the following:

- a. Lack of understanding of the essence of the curriculum.
- b. Lack of preparation of lecturers in teaching and learning.
- c. The vagueness formulation of learning outcomes.
- d. The vagueness strategy and learning methods.
- e. Unclear whether the strategies and methods of learning are the right choices to achieve learning outcomes.

Firdaus, et al (2007) in ASAIHL Conference 2007 also explained that the general weaknesses in the quality of graduates Indonesia is that they are less competent in; (1) Information and Technology, (2) communication skills, (3) Leadership, Creativity (4) and (5) The ability to solve problems (problem solving skills). Therefore, to overcome this issue pedagogic competence, appropriate learning pattern system is more directed to the Student-Centered Learning (SCL). SCL is a model of appropriate learning in the learning process today (Eden, 2007). It is because the learning process has characteristics that are interactive, holistic, integrated, scientifically effective, collaborative and student-centered. Brush (n.d) explains that "Student-centered learning has promoted as an alternative to traditional teacher-centered learning for many years". The pattern of learning that focuses on the student (SCL) is an alternative that allows the changes to old

patterns of learning that focuses on teacher TCL). Vygotsky (1978) said that learning is a social process in which students learn to develop an understanding through interaction with troubleshooting. Students will get to develop their ability in facing a real problem (real-life tasks) active communication, and collaboration.

Lecturers, in this case, must develop competencies in learning SCL,, this is expressed by Glasglow (1997) in Brush (nd), in study of SCL, a lecturer responsible for facilitating and explores the potential of students in activities that are expected to explore the ability of students as active learners (active learning). To achieve this success, Overby (2011) says "to attain successful teacher curriculum ... Also, has to the make changes in how they teach students ... the trick to having successful learning environment, the teacher should making learning and environment more comfortable". Based on this statement, the lecturers are expected to make changes to create a learning atmosphere that is comfortable for students.

In selecting learning activities to achieve learning outcomes as expected, let professors choose activities that fit within it. Project-based learning is one of the activities suggested in higher education learning. Learning patterns like this has been done at the Nanyang University of Singapore develops through the Center for Teaching and Learning has learning patterns with settlement problems creatively in which students are exposed to real problems in the field of science which are then given the task to be solved as part of learning.

As for the other activities by the recommendation of the Indonesia Directorate General of Higher Education which supports the achievement of the learning process with SCL pattern is a small group discussion, simulations, discovery learning, self-directed learning, project-based learning and problem-based learning. While the mastery of information and technology is necessary for applying these activities, to the lecturer must continue to learn about information technology that is relevant to their teaching methods.

From the explanation of the problem above and alternative solutions that could be implemented in order to improve pedagogical competence of lecturers, lecturers as the key players in this regard should change the pattern of teaching, but for the lecturers will not be maximized if the lack of support of the institution, especially in terms of support will be a learning environment, facilities and the necessary means.

b. Personal competence

The second competency listed in Teachers and lecturers Law No. 14 Year 2005 is the personal competence. Personal competence is the ability of personality steady, stable, mature, wise and thoughtful, dignified, noble, become role models for students and the community, to evaluate its performance and to develop self-sustainable manners. All of these are to be developed competencies in optimizing competence lecturer personality. In a study of universities in Pakistan which was examining the relationship between the competence of lecturers and student satisfaction, in general, the results of the research shows a very low level of student satisfaction concerning the dissatisfaction of students

with learning management as in motivating the students at universities. Implementation of higher education policies at this time, in the development of this competence, the institution has a role in analyzing the weaknesses of what should be improved by their lecturers. Many institutions should have noticed this by providing their teachers seminar or workshop related to the development of the performance of their lecturers.

c. Social Competence

Social competence is the ability of educators as part of the community:

- Communicate orally and in writing.
- To interact actively with students, fellow teachers, staff, parents or guardians of students.
- To socialize and indulge together with the community.
- To associate politely with the surrounding community.
- To be active in organizing community service as one of the Three Pillars of Indonesian Tertiary Education.

In the Three Pillars of Indonesian Tertiary Education (Tri Darma Perguruan Tinggi), three components must be met by the lecturers, namely teaching, research and community service. This final element is community service components that are important in sharpening a professor of social competence. Through community service, a lecturer position itself as part of the society through knowledge and thoughts are with something useful for society. Programs of awareness through community service will hone a professor of social competence. At this time, the duty of every lecturer by the regulations Higher Education to develop social competence through community service was absolute. In per cent increase in functional lecturer, these components must be met as part of the Three Pillars of Tertiary Education (Tri Darma Perguruan Tinggi) as well as evidence of social competence of lecturers will be its performance.

d. Professional Competence

In Teachers and Lecturers Law No., 14 Year 2005 states that the last competencies that must be met by the lecturers are professional competence. Suib (n.d) states that professional competence is a professional lecturer who is a benchmark in the academic quality assurance. Professional competence is the competence of lecturers should be developed related to the professionalism of the lecturers as educators. To that end, the current implementation of these competencies is the classification of lecturers as educators with a minimum academic qualification is Master Degrees and Doctoral Degrees, the lecturer certification by Lecturer's certification, functional positions that must be fulfilled by the lecturers. The professional competence is the ability of a lecturer in the mastery of science broadly and deeply integrated into Three Pillars of Tertiary Education (Tri Darma Perguruan Tinggi). The following data Higher Education to the highest level of education faculty:

DGHE policy in fostering the development of quality faculty is needed to improve the competence of the universities in the development of professional qualities. However, it might take some time because the number of lecturers who still have Bachelor Degrees, especially in areas outside Java island Indonesia.

To increase the professionalism of lecturers, doing research is a part lecturer duty as scientists or researchers. In the declaration DGHE will university-based research, it is essential for lecturers to continue to conduct ongoing research. Ganieva, et al. (2015) states that "teacher education competence is Considered as an integral characteristic of his professional and educational activities in Researchers', this is reinforced by the many grant competition on faculty research offered by the DGHE to develop interest lecturers regarding research. However, the implementation is still going slow. The lecturers still focus on teaching learning process. Thus this issue should be an ongoing progress for lecturers in conducting research, especially research related to quality improvement in the quality of graduates both academic and nonacademic activities. Therefore, to improve their professional competence, faculty must be consistent in what is its responsibility, for example by always doing research both individual and collaborate, following the lecturers' certification, the increase in functional positions, and following scientific forums related to the discipline of science.

4. Conclusions and recommendations.

The fourth development of lecturers' competencies by the policies which set the fourth competencies in the Teachers and Lecturers Law no. 14 The year 2005 are pedagogical, personal competence, social competence and professional competence. These are essential for lecturers as an effort to meet the competencies. Thus, the implementation of policies should be as a good guideline for faculty and institutions to applying in improving the quality of lecturers and universities.

The changes of the paradigm of learning that focuses on the teacher (Teacher-centered learning / TCL) on the learning that focuses on the student (Student-centered learning / SCL) requires awareness of lecturers in developing the expertise to be able to apply the methods of more efficient approaches to the students. Personality and social competence high priority to the stability of characters, morals and behaviour motivation and performance of lecturers to be able constantly to improve the performance and the performance and activities in the community through community service. The competence of the latter is the professional competence of a teacher must continue to be improved both through research, participation in the certification of teachers, promotion of functional, active in writing journals and scientific forums that correspond to the discipline of science.

Finally, the role of institutions are essential for the harmonious relationship between lecturers and institutions work together and support each other will reinforce efforts to increase the development lecturers' competencies as expected on these policies made above, with the result producing quality graduates.

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