

## The Profile of Continuing Lecturer Professional Competency Conditions in Private Universities

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### Abstract

This research is motivated by the need for the world of education for quality human resources to improve the quality of education. Lecturer competency development has yet to receive special attention to enhance lecturer professional competency. There is no coordinated lecturer competency management strategy supported by policies and program planning for sustainable lecturer professional competency development. The research aims to find a complete picture of the condition of continuing lecturer professional competence. This research is qualitative research with a case study method. Data collection was carried out using interview instruments, observation guidelines, and document review guidelines. The research was conducted at the PGSD Study Program, Bhayangkara Jakarta Raya University. Participants were the study program head, deputy dean for HR, Dean, Head of the Faculty Lecturer Department, and PGSD Lecturer. The results of the study found that: a) the productive age of lecturers, funding for policy development and support is a strength; b) the weakness of the absence of head lecturers and professors and 50% of the academic qualifications are not by their knowledge; c) opportunities for university and foundation support in the development of tri dharma; d) the threat of competition in lecturer recruitment and human resource investment from other better institutions. Recommendations, it is necessary to focus on human resource investment in the long term to improve academic qualifications and sustain the lecturers' professional competence.

### Keywords

Human Resource Management; Professional Competency; Sustainable

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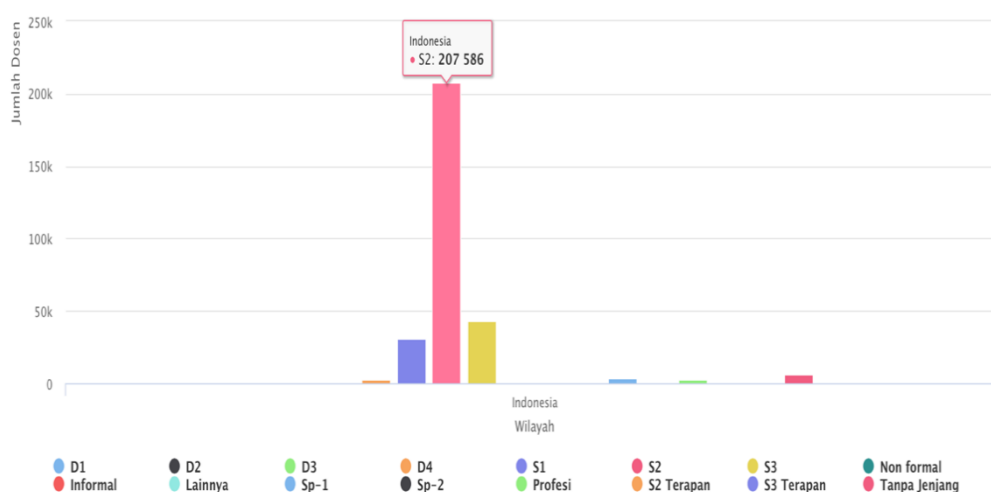


## 1. INTRODUCTION

The world of education that is increasingly developing demands that every educational institution improve itself to improve its quality so that quality improvement becomes the target of improving management in tertiary institutions. As stated in Law no. 14 of 2005 concerning Teachers and Lecturers and Government Regulation no. 19 of 2005 concerning National Education Standards, it is basically a government policy that contains the government's efforts to organize and improve the quality of educators in Indonesia (Sujana, 2019)

The position of lecturers as professionals increases the dignity and role of lecturers as learning agents, developers of science, technology, and arts, as well as community service to improve the quality of national education. Thus the performance of lecturers is the level of success of professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service to improve the quality of national education, which must be supported by proper human resource development (Supardi, 2012; Yohamintin, 2021)

In reality, the condition of the qualifications of educators in Indonesia, in this case, is still not ideal, where the number of lecturers is still dominated by lecturers with a recent Masters's degree, totaling 207,586 lecturers (PDdikti,2023)



**Figure 1.** Conditions of Distribution of Lecturers in Indonesia

One of the problems in improving the quality of resources in the world of education is the problem of developing lecturers. Lecturer competency development is directly proportional to performance improvement. One of the indicators of the impact of lecturer competency development is the increase in research and scientific papers published nationally and internationally. Another important indicator is community service, where the role of lecturers is significant and strategic, namely in transforming knowledge, ethics, and morals, as well as transferring renewable technology knowledge by providing concrete actions in society for a better life based on scientific values. Therefore, it is normal for people who care about education to pay much attention to the professionalism of both teachers and lecturers (Indra Djati Sidi, 2001; Wahyudi, 2012).

Lecturer development planning is generally unified with the development of other activities. There needs to be a specific analysis for developing lecturer professional abilities due to policies that do not specifically support the development of lecturer human resources. There are findings from field facts that the policy on planning and preparing lecturers by education and training institutions or by training models are still weak and pays little attention to aspects of needs assessment or mapping; lecturer competency development has not been adequately handled so that it ignores student needs; the

management strategy for improving lecturer competence has not been well coordinated. Aspects of sustainable management and professional development of lecturers have not considered rewards and punishments, so they affect their competence. Likewise, motivation within the lecturer's self is an essential factor, so there is a need for a particular management development strategy that has a positive effect on the quality and professional competence of lecturers on an ongoing basis (Syaodih, 2012; Suhaemi dan Nur Aedi, 2015; dan Junihot, 2019).

Several previous studies stated that there were still lecturers who still needed to follow their field of knowledge qualifications. In their evaluations, they found lecturers who needed to be more productive in self-development to implement the tri dharma of higher education as well as five problems that have a pretty significant impact on the teaching profession, namely, salary or welfare, further study, administrative burden, publications which include reputable international journals, and networking. For example, regulations for respected international publications heavily burden lecturers because publication costs are expensive and time-consuming (Dewi, 2018). However, not a few lecturers respond positively to these international publication regulations. The importance of the quality of higher education is directly proportional to the quality of the competence of lecturers, as seen from the performance indicators of lecturers that must be achieved effectively, have achievement value, and contribute to higher education. It can be concluded that developing human resource competencies is essential and needs to be done to achieve organizational goals continuously. The key to success is maintaining organizational commitment and communication (Ali Akbar, 2015; Azmy, 2015).

Michael Fullan (1999:129) argues that "educational change depends on what teachers do and think...". This opinion indicates that changes and reforms in the education system depend on "what teachers do and think" or on the mastery of teacher competencies, in this case, lecturers. Lecturers, as educators, must read each stakeholder's reality, demands, and expectations for education to support life's needs.

Seeing the dynamics of life and the rapid development of society, the government as the authority has made various efforts and ways to overcome this educational problem. One of them is improving the quality and professionalism of teaching staff (lecturers), for example, with the teacher and lecturer certification program. Lecturers are an essential component of education. The quality of education is determined by educators, who are the key to success in achieving educational goals, so the quality and professionalism of educators (lecturers) must be considered.

Based on the description above, developing the quality of human resources, namely educators in educational institutions, especially lecturers in tertiary institutions, requires attention to developing their professional competence. Moreover, facing the complex reality of challenges in the field, efforts to improve professionalism are needed. Agreeing with Mulyasa's observations (2002:30), crises in educational institutions originate from the low quality, professionalism, and enthusiasm of human resources.

This research will be conducted at Bhayangkara University, Jakarta Raya, precisely at the Faculty of Education, Elementary School Teacher Study Program. The new Faculty of Education was officially based on the Decree of the Ministry of Research and Technology of the Republic of Indonesia, established in August 2017, and has 2 study programs, namely Elementary School Teacher Education (PGSD) and Sports Coaching Education (PKO). In 2021, the PGSD study program entered its fourth year since its establishment, only having the first class of 2018 graduates, as many as five students who graduated online in 2021. Need more time? The PGSD study program received Accreditation B in August 2019. In short, the PGSD Study Program in 4 years has shown a significant increase in performance, as proven by obtaining B accreditation within two years of its establishment. Increasing academic and non-academic achievements have made PGSD study programs increasingly in demand, especially in the Bekasi area, West Java. This is evident from the interest of registrants, which is increasing every year, as well as the complete improvement of facilities and infrastructure to support

the learning process that continues to be carried out in the PGSD Ubhara Jaya Study Program. However, the PGSD Study Program, which has been operating for four years, has recorded 14 permanent lecturers, with the following criteria; 3 lecturers with doctoral degrees, two permanent lecturers who have been certified lecturers, nine lecturers with functional positions AA (Assistant Expert), 2 Lectors, and three still with TP status (Teaching Staff).

The success of private tertiary institutions in improving quality is inseparable from the superiority of their human resources, including lecturer resources, and how the development process and strategy are always in line with the needs of the times. Lecturers who act as change agents and occupy essential positions in realizing special study programs must receive attention, especially in managing sustainable lecturer development strategies. Based on this background, the researcher wants to find out what is the profile of the condition of continuing lecturer professional competence in the PGSD Study Program, Faculty of Education, Bhayangkara Jakarta Raya University as a form of effort to create a superior study program, and what are the strengths, weaknesses, opportunities, and threats faced in developing lecturer professional competence in PGSD Study Program, Faculty of Education, Bhayangkara Jakarta Raya University.

## 2. METHODS

This study uses a qualitative approach which intends to understand the phenomenon of what is experienced by research subjects, for example, behavior and descriptions in speech and language, in a particular natural context (Moleong, 2007: 6). Research with this approach is designed to obtain an overview of phenomena related to the Conditions of Continuing Lecturer Professional Competence at Bhayangkara University Jakarta Raya. The method used in this qualitative research is a case study, where this method is used to examine and analyze problems and find meaning and in-depth information about the Strategic Management of Continuing Lecturer Professional Competency Development at Bhayangkara Jakarta Raya University (J. W. Creswell, 2009; Sugiyono, 2018)

This study was designed to answer the research question regarding "What is the Condition of Continuing Lecturer Professional Competence at Bhayangkara University Jakarta Raya?" This research is based on the concept of integrated tertiary management, where the development of lecturer professional competence is an integration that must work together in tertiary institutions. Through a strategic management approach, this study leads to an assessment of the existing condition of lecturers in terms of strengths, weaknesses, opportunities, and threats.

This research was conducted at Bhayangkara Jakarta Raya University, PGSD study program consisting of 5 permanent male lecturers and seven female permanent lecturers. The informants were selected using a purposive sampling technique in which the sample of informants had been determined from the start with specific considerations (purposive). In contrast, the snowball sampling technique occurred during the research, where researchers obtained recommendations for other sources of informants so that the number of informants in this study increased depending on research objectives and needs (J. Creswell, 2015; Sugiyono, 2015; Tussoleha, 2017). The key informants in this study were the heads of study programs and deans. Vice deans II of the HR and finance section had comprehensive information about sustainable competency development in PGSD study programs while supporting informants, were the heads of teaching departments who had additional information to complement the analysis and discussion in this study (Heryana, 2018; Sugiyono, 2015).

Four types of data collection can be used in this study, including 1) Interview. Researchers communicate directly with informants face-to-face, by telephone, or through focus group interviews with several people. In this data collection technique, the researcher creates open questions, which can develop larger depending on the situation in the field. (Creswell, 2018: 186).

Collecting data up to writing reports is a continuous process in research that uses a qualitative

approach with a case study design. At the time of data collection, researchers can directly analyze the information in the data to find the main idea. This process can also be interactive, where data collection and analysis can be done back and forth, and so on. Researchers conducted re-interviews with individuals if there needed to be more data or data confusion occurred during data processing and analysis so that interviews could be conducted several times. The research data was collected by the researchers (human instruments). To make it easier for researchers to act as human instruments in maintaining objectivity and achieving research neutrality, researchers do not carry positive or negative preconceptions about the information to be collected. Researchers collect research data by conducting interviews (in-depth interviews), observation, and collecting documents related to research problems. Researchers used data triangulation, sources, and methods to analyze the data presented in four stages: data collection, reduction, presentation, and conclusion (Moleong, 2007; Creswell, 2018).

### 3. FINDING AND DISCUSSION

#### *Strength of PGSD Lectures*

The strength of PGSD lecturers is the potential possessed by PGSD lecturers, which can be used to improve professional competence. This strength refers to internal conditions in the form of the productive age of lecturers and the support of higher education leaders in increasing the professional competence of lecturers. Based on the data, most lecturers are of productive age, namely 30-40 years, and the rest are above 40 years. Apart from that, in terms of education, most PGSD lecturers are studying for doctoral degrees so that most PGSD lecturers may have postgraduate qualifications in the following years. The data can be seen in the following table:

**Table 1.** Profile of PGSD Lecturer at Bhayangkara Jakarta Raya University; Source: Researcher (2022)

Lecturer condition	Total	%
<b>Age</b>		
30-40	11	78,6
41-50	2	14,3
51-65	1	7,1
<b>Education</b>		
S1	0	0
S2	1	7,1
S3 (process)	10	71,5
S3	3	21,4

Table 1 above shows that in developing the professional competence of lecturers in the PGSD Study Program at Bhayangkara Jakarta Raya University, there are three main supports: policies, ease of further study permits, and financial support.

The policy refers to several rules, regulations, and provisions in the form of a Chancellor's decree and HR development planning in the RIP, RESTRA, and even the RENOP of Bhayangkara University, Jakarta Raya. This leads to decisions that can be used to develop a lecturer's professional competence. So that the direction of development and the stages of developing the lecturer's professional competence is actually directed, all that remains is what and how it is, namely the existing policies implemented.

Support in facilitating further study permits will significantly impact the lecturer's response to develop their professional competence. Only a few universities have this, especially in terms of advanced studies. Sometimes the rules in the HR field require lecturers going to further study with various complicated and seemingly difficult provisions. For example, the time they work and sometimes unwritten rules such as seniority hold lecturers back from continuing their studies. However, in the PGSD study program at Bhayangkara University, Jakarta Raya, this did not happen.

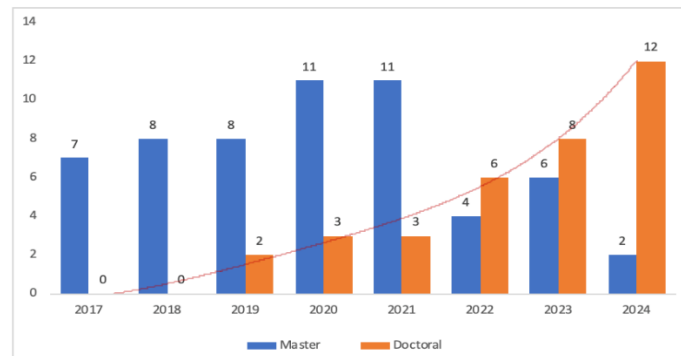
Funding support is, of course, the main concern in developing a lecturer's professional competence. Many factors cause this to happen, including PTS having limited sources of funds, so the management direction is more toward the operational costs of PT. This shows that Bhayangkara Jakarta Raya University has quite good attention to developing the professional competence of its lecturers, especially for lecturers who have the potential to develop the quality and quality of Higher Education.

The productive age of lecturers is one of the strengths of the PGSD study program at Bhayangkara University, Jakarta Raya. Having lecturers aged between 30-50 years is an excellent strength. At that age, lecturers make it possible to continue to develop in the future. It is possible to continuously improve their abilities and competencies so that they become professional lecturers and have the competencies needed by the times. Lecturers at this age also make it possible to get pressure from the Institution by force to increase lecturer performance to support the creation of special study programs.

The lecturers' high curiosity, coupled with their still strong reasoning power and sufficient literacy, allows these lecturers to compete with others. The super fast development of science and technology can be well balanced by lecturers who are in the age range of 30-50 years. Moreover, with a minimum Magister (S2) education, it is easy to balance one's potential with the current developments in science and technology. This productive age is the capital for increasing professional competence, given the needs of the times requiring lecturers to master digital technology in teaching. This can be obtained with ICT training. Besides, continuous training is needed, and combining training strategies with their implementation (Gisbert Cervera & Johnson, 2015; Hepp K., Fernández, & García, 2015; Jiménez-Cortés, et al., 2017).

Lecturers at productive ages can also maintain their motivation and interest in maintaining and improving lecturer performance through education and learning, research, and community service. In addition, it also produces works such as scientific publications in the form of journal articles, research books, and other forms of publication, participation in national and international conferences, and other activities that demonstrate their potential and competence. Copyright works in the form of prototypes, appropriate technology, designs, and posters that are by their areas of expertise can also describe the productivity and quality of lecturers in their performance based on the Tri Dharma of Higher Education. Not only that, but the form of technology used by the community is also useful in improving the performance of lecturers, ultimately improving the performance of their study programs. In the end, the performance of lecturers, especially in the professional competence of educators, must constantly be developed because it will have an impact on the quality of learning and learning outcomes from time to time, and professional development programs play an essential role in the quality of educational organizations in the end. (Grau, Calcagni, Preiss, & Ortiz, 2017; Koellner & Jacobs, 2015)

Another strength from the individual lecturer side is a large number of lecturers in the PGSD study program who are continuing their doctoral studies. Of course, this is a long-term strength that will enable the PGSD Study Program to excel in the future. Pursuing further studies is a long process, but in the future, this will increase the quality of the study program itself. This is likened to planting rice, which requires time and sacrifice, but when harvesting, it will provide livelihoods for farmers and the surrounding community. That is what will happen when the lecturers are in the process of continuing their doctoral studies in the PGSD study program. Sooner or later, it will impact improving the quality and benefits of the study program.



**Figure 2.** Predictions of the development of lecturer education levels; Source: Researcher (2022)

### *Weakness of PGSD Lectures*

The efforts of the Bhayangkara University Jakarta Raya PGSD Study Program to become a particular focus on improving the study program's performance, one of which is the development of lecturer competencies. Many policies and study programs support lecturers to enhance their performance constantly. However, there are still some weaknesses in what the study program or tertiary institution is doing, including financial assistance to enhance the professional competence of lecturers who are still considered low, lecturer qualifications that are not by the field of teaching in the study program, and cooperation as well as awareness of competence development and lecturer careers that are also still low.

Funding support for the low level of professional competency development for lecturers is indicated by the existence of financial support for further studies, development of lecturer academic positions (JAD), participation in study program associations, and even financial support for tri dharma activities in the form of education and teaching, research and community service still rated low. This is one of the reasons why lecturers need more enthusiasm and motivation to develop competency and lecturer careers.

The research findings also illustrate that several conditions could be improved in developing the professional competence of lecturers in the PGSD study program, Bhayangkara Jakarta Raya University, namely the low funding support and the large number of lecturers who are not by the expertise of the PGSD study program. Even though the existence of financial support for improving the qualifications and developing the professional competence of lecturers is a strength possessed by the PGSD study program, the nominal value is still low, which makes this strength as well as a weakness in the PGSD study program. This is one of the reasons why lecturers still need to improve their awareness of developing the professional competence of their lecturers through various existing activities.

The availability of financial assistance to increase qualifications and develop adequate professional competence of lecturers is hope for lecturers. Given the increase in lecturer qualifications, it requires many funds. Likewise, developing the professional competence of lecturers also requires many funds. It's no longer a secret now that if lecturers want to improve their academic positions, they need many areas of lecturer performance in the tri-dharma realm of higher education, such as education and teaching, research, and community service. So that in strategic implementation to develop the professional competence of sustainable lecturers, the funding aspect is essential. Funding provides a tangible manifestation of ongoing lecturer development programs and is also needed to plan and control the organization (Wheelen, 2012; Murniawati, 2015). When viewed from the expertise and study program, the PGSD lecturers' condition still needs to be considered less relevant. This can be seen from the 14 PGSD lecturers, only seven people (50%) have the same qualifications as the study program, namely Elementary School Teacher Education (PGSD), and the rest have expertise outside the study program, such as Education Management, Language Education, and Social Studies. Of course, this can reduce the value of study program performance when viewed from the accreditation standards of

superior study programs. From field observations, it was found that PGSD lecturers taught subjects outside their area of expertise. For example, there are lecturers with education management expertise, both Masters's and Doctoral degrees, but they teach Indonesian language courses.

### ***PGSD Lecturer Opportunities***

The opportunities for PGSD lecturers to develop professional competence at Bhayangkara Jakarta Raya University are wide open. The existence of financial support from Higher Education (PT) allows lecturers to take this opportunity. So that the opportunities that exist certainly lead to many opportunities for lecturers to improve the qualifications and competencies of lecturers in the PGSD Study Program, Bhayangkara University, Jakarta Raya. The achievement target for developing lecturer qualifications and competencies is the achievement target for the 2024 PGSD study program, which is to produce ten lecturers with Doctoral degrees and ten lecturers with the academic position of Lector lecturers.

Increasing the competence of lecturers also leads to the achievement of superior study program accreditation. Of course, this achievement target will improve lecturer performance, where lecturers will be encouraged to enhance their performance internally and externally in higher education constantly. This is a great opportunity for lecturers to develop their professional competence. Study programs with superior accreditation achievement targets will certainly provide much support for improving lecturer performance which will later improve study program performance.

Another opportunity that the study program has is the credibility of the study program which is getting better with an increase in the quality of human resources, in the form of a large number of lecturers who are currently studying further (doctoral program) and the study program's attention to the management of JAD for lecturers. Of course, these are opportunities for lecturers to develop their professional competence. Likewise, other opportunities exist outside of the study program in the form of opportunities to obtain research grants, community service, and additional funding that leads to the performance of the tridarma of lecturers.

Lecturers can utilize many opportunities to improve their academic qualifications and develop their professional competence of lecturers. The availability of scholarships for further studies, both internal PTs and those provided by other institutions such as ministries, is a promising opportunity. If more than the scholarship funds provided by internal universities is needed for further study costs, then lecturers can take advantage of the availability outside the PT. The ease of obtaining permission to access scholarships outside the PT is an opportunity in the PGSD study program at Bhayangkara University, Jakarta Raya. Not only that, even the leaders of universities and study programs encouraged their lecturers to take advantage of this scholarship opportunity.

### ***Threats of PGSD Lecturers***

There are two most significant threats to PGSD study programs in retaining their lecturers, especially to achieving superior study program accreditation. First, there are lecturers' offers at other PTs, which are considered more promising in terms of careers. The two study programs need to compete with other agencies that are fully invested in the field of human resource development. This is even a concern if lecturers have succeeded in increasing professional competence in the form of Lecturer Academic Education and Position (JAD) levels.

Tempting offers in future career paths at other universities is the main threat to the PGSD study program. This will have an impact on many aspects of the study program's performance, significantly if the lecturers in the study program drop out every year and are replaced with new lecturers. New lecturers whose qualifications and competencies are still low will certainly be homework for the study program in the future. Therefore, the study program always carries out various programs to anticipate this. Lecturers who see many career development opportunities outside may move from the PGSD Study Program at Bhayangkara University, Jakarta Raya.



Field data reinforce that two lecturers in the PGSD study program quit and chose to participate in the CPNS (Civil Servant Candidate) selection in 2021. Then the lack of investment funds for human resources owned by the PGSD study program is another threat. The increasingly open and wide competition level will really corner the PGSD Study Program if you don't anticipate it in the future. This threat will become even more serious if lecturers in the PGSD study program do not try to improve their quality and quality. So it is the study program that is responsible for this so that the study program's performance in the future is smooth.

The research findings illustrate at least two threats to the professional competence development program for lecturers in the PGSD study program at Bhayangkara University Jakarta Raya, namely an offer from another university that is more promising about the lecturer's career.

This is the biggest challenge in developing the professional competence of lecturers in the PGSD study program at Bhayangkara University, Jakarta Raya. A challenge that will cause the loss of potential lecturers if the study program cannot maintain them. The comfort of the work environment, the openness of career opportunities, and offers of promotions at every level of a lecturer's career can defend the position of lecturers so that they remain gradual in the study program. Even though they get many better offers outside the university, the lecturers have more to survive with various conditions and circumstances in the study program. One form of loyalty built based on emotional and interpersonal relationships may be more effective when compared to building formal relationships within the organizational structure. As revealed by Dewi & Harjono (2019), the lecturer's motivation to develop will have an impact on the institution, and taking an informal approach in the form of inspiration and personal emotional closeness becomes a loyal capital for the sustainability of the institution, in this case, the PGSD study program at Bhayangkara University, Jakarta Raya and the importance of focusing on development strategies in which organizations must cultivate a culture of sharing knowledge both from fellow lecturers and leaders to human resources (employees)(Baharun, Hefniy, Silviani, Maarif, & Wibowo, 2021).

Based on the research findings, the authors also conducted a SWOT analysis to get the right formulation of professional competence development based on cases in PGSD study program. The following is an overview of the condition of lecturers in the context of developing lecturer professional competence.

**Table 2.** Analysis of Lecturer Conditions in PGSD Study Program

<b>Strength</b>	<b>Weakness</b>
1. Lecturers of productive age	1. Lecturer qualifications
2. Leadership support	2. Lack of communication and coordination
	3. Funding assistance is still relatively minimal
	4. HR development programs have not received special attention
	5. Self-development motivation is relatively low
<b>Opportunity</b>	<b>Threat</b>
1. Increasing the professional competence of lecturers on an ongoing basis	1. Offers of permanent lecturers to move institutions
2. Foundation support, LL Dikti III, and the Ministry of Education	2. Unable to compete with other agencies that fully invest in human resources
3. Accreditation towards excellence supported by improving the quality of lecturers (additional doctoral and lector additions in 2024)	
4. The credibility of study programs and universities is getting better supported by an increase in the quality of human	

resources.

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Based on the study's results, it was found that, in general, the condition of the professional competence of PGSD lecturers at the Faculty of Education, Bhayangkara Jakarta Raya University has relatively good professional competence, where the majority of lecturers are of productive age, innovating to support learning. Most of the lecturers are currently continuing their doctoral-level studies (S3). As seen from the analysis of the strengths, weaknesses, opportunities, and threats of the condition of professional competence of lecturers at PGSD Bhayangkara Jakarta Raya Lecturer where: a) The PGSD study program at Bhayangkara University Jakarta Raya has potential as a strength condition for lecturers who are at a productive age, namely the age range of 30- 50 years old and 71.5% of PGSD study program lecturers are continuing their studies at the doctoral level (S3).

The remaining 21.4% have postgraduate degrees (S3), and 7.1% are still Masters. In addition, there are three things that become strengths from an institutional perspective, namely the existence of financial assistance for the development of lecturer competencies, institutional policies that support improving the qualifications and competencies of lecturers and the ease of obtaining permits to continue their studies; b) Weaknesses in the condition of PGSD study program lecturers can be seen from two aspects, namely the absence of lecturers who have JAD Lector Heads and Professors and 50% of PGSD lecturers have academic qualifications that are not in accordance with their scientific fields; c) Opportunities that can be utilized by lecturers in the PGSD study program are the amount of support from foundations and universities for programs and activities that lead to the improvement and development of lecturer competencies that lead to tri dharma activities of higher education, namely education and pursuit, research and community service; d) The threats that will be faced by the PGSD study program in efforts to develop lecturer competence relate to two things, namely increasingly fierce competition from other universities in the context of recruiting quality lecturers, so that it is possible for lecturers in the PGSD study program to move to other institutions. In addition, there is competition for large-scale investment from other institutions, which has led to increasing competition for improving the performance of lecturers nationally.

#### 4. CONCLUSION

In general, the condition of the professional competence of PGSD lecturers at the Faculty of Education, Bhayangkara University Jakarta Raya has relatively good professional competence, where the majority of lecturers are at a productive age, innovating to support learning, and most of the lecturers are continuing their doctoral level studies (S3).

Recommendations, it is necessary to focus on human resource investment in the long term to enhance academic qualifications and sustainably develop the professional competence of lecturers. Also its need for further research is to be carried out to find the right strategy for the problem of developing lecturer human resources in Indonesia, especially in the development of sustainable lecturer professional competence.

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