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Strategy for Developing Lecturer Professionalism in Facing the Challenges of Distance Education in the Digital Era

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Abstract	Developments have opened the door to teaching without geographic boundaries, allowing students to access learning materials from anywhere, even in remote areas. This impacts demands for adaptation of teaching strategies and encourages the development of professionalism in lecturers who not only master technological aspects but also comprehensively understand the dynamics of distance education. Educational technology is essential in changing and improving education in this digital era. This research aims to identify strategies for developing lecturer professionalism in facing distance education challenges in the digital era. This type of research is qualitative research. Data collection techniques include interviews and observations of lecturer and student respondents at Al-Ihya Kuningan Islamic University—research results from strategies for developing professionalism in facing educational challenges in the digital era. To be more effective, you can apply several methods: mastery of technology and digital platforms, development of relevant and interactive learning materials, effective online communication skills, and time management skills. By implementing this strategy, lecturers can develop professionalism in facing distance education challenges in the digital era to provide a quality learning experience for students.
Keywords	Lecturer Professionalism; Distance Education, Digital Era

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1. INTRODUCTION

The rapid development of technology in the digital era forces lecturers to face distance education challenges. Since the start of the digital era, universities have continued to strive to integrate information technology into the learning process. This paradigm shift requires enlightenment and adaptation in teaching strategies, as well as encouraging the professional development of lecturers who not only master technological aspects but also comprehensively understand the unique dynamics of distance education. Teaching methods have undergone a significant transformation along with advances in technology, presenting various innovations to support more effective and interactive learning (Dharma & Kristin, 2021; Fadlilah et al., 2021; Nurkhasanah, 2021; Yeliany & Roesminingsih, 2021) (Purba &

Saragih, 2023). Distance education is not only a solution to geographical obstacles but also a bridge for individuals with limited time, finances, or skills(Khasanah et al., 2023).

However, according toErrington (2021), Various reasons cause uncertainty among lecturers in implementing more flexible teaching methods, primarily via internet platforms. Not a few lecturers feel doubtful and reluctant to adopt the e-learning concept, which is manifested in their attitude towards the distance learning system. This resistant attitude can be understood as a response to changes in learning paradigms caused by a lack of technological skills, concerns about the quality of teaching, or discomfort in facing these changes. In addition, uncertainty among lecturers regarding the implementation of more flexible teaching methods via the Internet is sometimes triggered by feelings of anxiety and discomfort. Many lecturers face concerns about inadequate technological capabilities, especially in the use of computer devices. This anxiety can arise because lecturers feel less confident or unskilled in operating technology, which can affect the quality and effectiveness of distance learning. So, there is a need to adapt technology and information in learning so that learning carried out both during the pandemic and post-pandemic can be more effective and meaningful.(Rohmanu et al., 2020).

Apart from that, the challenges lecturers face are not only mastering technology but also requiring them to adapt to changes in teaching methods, manage online interactions, and maintain the quality of learning. During distance learning, educators must try to carry out many variations of learning to increase student motivation(Hanina et al., 2020). Although distance education offers flexibility and accessibility, lecturers face the complex task of maintaining educational quality, responding to individual student needs, and ensuring active participation in the learning process. Additional challenges arise regarding technological skills development, effective online learning design, and interactions between lecturers and students. In online learning, you can utilize communication and information technology such as Google Classroom, home learning, Zoom, video conferencing, WA groups for parents and teachers, telephone or live chat, etc.(J. Jamilah, 2020).

Successful implementation of distance education depends on digital devices and platforms and faculty members' ability to navigate the unique challenges in the online learning environment. Therefore, there is a need for more holistic research, including in-depth understanding. The background of distance education in the digital era proves the need to go beyond detailing the difficulties faced and create a strong foundation for designing concrete steps that can increase lecturer professionalism. This research aims to identify strategies for developing lecturer professionalism in facing distance education challenges in the digital era.

2. METHODS

This research uses a qualitative approach to understand in depth the strategy for developing the professionalism of Al-Ihya Kuningan Islamic University lecturers in facing the challenges of the distance education business world in the digital era. This approach was chosen because it can explore more comprehensive information regarding the experiences and perspectives of lecturers and students in the online learning context. Data collection techniques in this research involve in-depth interviews and direct observation. In-depth Participant Interviews Interviews were conducted with lecturers and students at Al-Ihya Kuningan Islamic University. Participants were selected based on their active involvement in the online learning process. Interviews were conducted sequentially to allow further exploration of issues that emerged during the discussions. The interview questions explored how lecturers and students face and adapt to the distance education environment.

Direct Observations were carried out in online classes taught by participant lecturers. Aspects Observed: Teaching practices, online interactions between lecturers and students, and class dynamics in the online learning context. Objective: Understand how teaching strategies are implemented in a distance education environment and how classroom interactions and dynamics are formed digitally.

Data Analysis: Data collected from interviews and observations were analyzed thematically. Data analysis steps included: Transcription: Interviews were transcribed verbatim to ensure data accuracy. Coding: Data that has been transcribed is broken down into smaller units of information and coded. Theme Identification: The codes are grouped based on similar patterns and emerging themes. Preparation of Main Themes: The themes identified were analyzed further to gain an in-depth understanding of strategies for developing lecturer professionalism in distance education. To ensure the validity and reliability of the data, this research uses data triangulation techniques by comparing the results of interviews and observations. In addition, member checking involves participants in confirming the findings resulting from data analysis.

3.   FINDINGS AND DISCUSSIONS

Distance education in higher education is not just a modern educational phenomenon but also a revolutionary breakthrough in the profound transformation of education in the ever-growing digital era.(Ahmad, 2020; Hasnawati, 2021; Rosmiati, 2021; Yuangga & Sunarsi, 2020)(Tohawi et al., 2023). As the primary agents in conveying knowledge and character building, lecturers are the main pillars in the implementation of distance education. Lecturers in the context of distance education are faced with different demands compared to traditional teaching methods(Aulia, 2022). For distance learning to run well, effectiveness is critical. Three things can influence distance learning, namely technology, lecturer characteristics, and student character(Hasriadi, 2022). Based on research results regarding strategies for developing professionalism in facing the challenges of distance education in the digital era more effectively, it can provide an in-depth understanding of how this approach can be applied practically and effectively.

In line with the results of Lecturer A's interview, he explained that we had held a series of training and workshops regarding the use of technology in teaching. Lecturers are provided training on online learning platforms, digital collaboration tools, and strategies for keeping students engaged in distance learning. Apart from that, we also encourage collaboration between lecturers to share experiences and best practices.

Lecturers must have strong technology skills, practical online communication abilities, and the ability to design engaging virtual learning experiences. The following is a detailed discussion of each strategy mentioned:

Mastery of Technology and Digital Platforms

Mastery of technology and digital platforms is essential in distance education in the digital era. Lecturers must be able to use various technological tools and platforms used in the online learning process. This includes a deep understanding of online learning platforms, collaborative applications, online assessment tools, and specialized software. Lecturers must also follow the latest technological developments and update their skills regularly. Educators must continue to learn and improve digital literacy so that students are happy and active in learning(Adiyono, 2021b). It is necessary to increase skills in using online learning platforms, virtual collaboration tools, and other supporting technology so that the teaching process runs smoothly and effectively.(Yahya & Hidayati, 2015).

Based on the results of observations during lectures carried out using distance education, it was explained that during the distance learning sessions observed, the lecturers were seen actively using various technological features available on the online learning platform. They use video features to deliver material, communicate directly with students via chat, and utilize collaboration tools such as digital whiteboards to share material interactively. Students appear responsive to the use of technology by lecturers, actively participating in discussions and assignments given. The learning atmosphere here looks dynamic and involved, even though there is no physical presence in the lecture room. This shows that developing lecturers' professionalism in utilizing technology has improved the quality of distance

learning.

Development of Relevant and Interactive Learning Materials

Distance learning requires adapting learning materials to fit the online context. Lecturers must develop learning materials relevant to the curriculum and exciting and interactive for students. This can include instructional videos, online simulations, educational games, and various other digital resources that enrich the student learning experience. Based on the results of the interview with Lecturer B, he explained this.

Developing relevant and interactive learning materials is very important because it helps increase student engagement and understanding. Students are more accustomed to technology and fast information in the current digital era. Therefore, learning materials must be appropriate to students' needs and interests and utilize various interactive tools and media to increase learning effectiveness.

Practical Online Communication Skills:

Communication between lecturers and students in distance education is often done online. Therefore, lecturers need to have practical online communication skills. This includes conveying information clearly via digital platforms, providing constructive feedback to students, facilitating online discussions, and maintaining active and engaged interactions in a virtual environment. Lecturers must be equipped with pedagogical and technological skills in delivering material via online platforms. Careful communication strategies are needed to ensure interactions between lecturers, tutors, and students remain productive and meaningful, overcoming virtual communication barriers(Suparmi et al., 2023);(Wartono, 2023). So continuous coaching and training needs to be carried out so lecturers can continue to adapt to the rapid development of technology and teaching methodology.(Dianto et al., 2023). In preparing students to enter the new world of work in the 21st century, one 21st-century learning *framework is the ability to communicate and collaborate* (Warsita, 2017).

This statement is also supported by the results of an interview from Lecturer A who explained that practical online communication skills are essential in the world of education today because many learning activities are carried out online. Lecturers and students must communicate persuasively and effectively through various digital platforms such as email, online chat, and video conferencing to ensure a good learning experience.

Time Management Skills

Distance education often requires flexibility in time management. Lecturers must have good time management skills to manage teaching, administration, and research tasks efficiently. They also need to provide adequate time support to students regarding consultation, feedback and mentoring availability. In distance education, students are fully responsible for managing time, selecting reading materials, and completing assignments without the physical presence of lecturers or direct interaction with fellow students.(Hariyadi et al., 2023). Therefore, lecturer professionalism in the digital era refers to academic expertise and the ability to face increasingly complex educational dynamics.

By implementing this strategy, lecturers can develop professionalism in facing distance education challenges in the digital era. Lecturers will be better prepared technically, pedagogically, and managerially to provide a quality learning experience for students. This will increase student success and achieve optimal learning outcomes in the distance education context. Educational technology has played an essential role in changing the learning landscape, significantly contributing to the quality and efficiency of the learning process. Distance education gives students access to education without being limited by geographic location. The use of video conferencing platforms such as Zoom and Google Meet has facilitated the advancement of distance learning, connecting teachers and students from different locations more effectively (Purba & Saragih, 2023). As an integral part of this change, distance education has become a solution to provide more comprehensive access to education, especially in the face of

geographical constraints and emergencies such as the pandemic. Distance education has a positive impact on the accessibility of higher education for marginalized groups and communities that are traditionally underserved(Fadlilah et al., 2021; Hanafiah et al., 2022; Pertiwi et al., 2022; Pranata & Fatayan, 2022; Sutisno & Nurdiyanti, 2020)(Rachmawati et al., 2023).

In this research, strategies for developing the professionalism of Al-Ihya Kuningan Islamic University lecturers to face the challenges of distance education in the digital era were identified through interviews and observations. The findings show lecturers face challenges in mastering technology, developing learning materials, online communication skills, and time management. The following is a discussion of the main findings and their relationship to theory and previous research results.

Mastery of technology is the main thing lecturers must master in distance education. Based on observations, lecturers who can use various technological features such as video, chat, and collaboration tools show an increase in the quality of distance learning. This aligns with Adiyono's (2021) research, which emphasizes the importance of digital literacy for educators so that students are active and happy in learning. (Adiyono, 2021). Yahya Hidayati (2015) also stated that mastery of technology supports a more effective teaching process(Djunaedi et al., 2023).

Observations also show that students are responsive to lecturers' use of technology. This shows that developing lecturers' professionalism in utilizing technology has improved the quality of distance learning. In this context, the Constructivist Learning theory proposed by Piaget (1972) can be used as a basis. This theory states that learning is an active process where students build new knowledge based on their experiences(Piaget., 2021). The interactive and collaborative use of technology allows students to participate in learning actively, which aligns with the principles of constructivism.

Developing relevant and interactive learning materials is very important in distance education. Based on interviews with Lecturer B, developing relevant and interactive material helps increase student involvement and understanding. This is supported by research by Hanina et al. (2020), who found that learning variations can increase student motivation(M. Hanina, 2020). In addition, Tohawi et al. (2023) stated that lecturers need to adapt to changes in teaching methods and maintain the quality of learning (Tohawi, 2023).

The Interactive Learning Theory proposed by Moore (1989) can be used to support this finding. Moore identified three types of interaction in distance learning: student interaction with content, student interaction with lecturers, and student interaction with other students(Moore, 1989). By developing interactive learning materials, lecturers can increase these three types of interaction, which ultimately increases the effectiveness of distance learning.

Practical online communication skills are also a critical factor in distance education. Based on an interview with Lecturer A, clear, persuasive, and effective online communication skills are crucial to ensure good communication between lecturers and students. This aligns with research by Suparmi et al. (2023), who found that careful communication strategies are necessary to ensure productive and meaningful interactions in distance learning(Suparmi, 2023).

The Social Learning Theory proposed by Bandura (1977) can support this finding. According to this theory, learning occurs through observation, imitation, and modeling(Petersen, 2009). In distance learning, effective online communication allows lecturers to be good models for students, who can help students develop their communication skills. Apart from that, Wartono's (2023) research also shows that continuous coaching and training are needed so lecturers can continue adapting to technological developments and teaching methodology.

Good time management skills are essential in distance education. Based on interviews with Hariyadi et al. (2023), lecturers must have good time management skills to efficiently manage teaching, administration, and research tasks (Hariyadi, 2023). This aligns with research by Rohmanu et al. (2020),

who found that adapting technology and information in learning can make learning more effective and meaningful.

The Self-Regulated Learning theory proposed by Zimmerman (2000) can support this finding. According to this theory, effective learning involves student self-regulation, including time management, organizing the learning environment, and monitoring learning progress. (Zimmerman, 2000). Lecturers with good time management skills can help students develop self-regulation skills to increase the effectiveness of distance learning.

Collaboration between lecturers is also essential in developing lecturer professionalism in facing distance education challenges. Based on an interview with Lecturer A, collaboration between lecturers to share experiences and best practices can help improve lecturers' skills and knowledge in using new technology and teaching methodologies. This aligns with research by Jamilah (2020), which found that good collaboration and communication between lecturers can improve the quality of distance learning. (S. Jamilah, 2017).

Collaborative Learning Theory proposed by Johnson & Johnson (1989) can support these findings. According to this theory, effective learning involves collaboration between students, and sharing knowledge and skills to achieve learning goals(Johnson. DW, Johnson. RT, 1989). In distance education, collaboration between lecturers can help them support each other and overcome the challenges faced in distance learning.

Continuous training and development is also an essential strategy in developing lecturer professionalism. Based on the results of interviews with Lecturers A and B, a series of training and workshops have been carried out regarding the use of technology in teaching, digital collaboration tools, and strategies for maintaining student involvement in distance learning. This is in line with research by Suparmi et al. (2023), which states that continuous coaching and training must be carried out so that lecturers can continue adapting to the rapid development of technology and teaching methodology. (Suparmi, 2023).

The Competency-Based Learning Theory proposed by Bloom (1956) can support these findings. According to this theory, effective learning involves developing specific competencies through practice and repetition(Phillips, 2014). In distance education, ongoing training and development can help lecturers develop the competencies necessary to teach effectively in a distance learning environment.

Based on the findings and discussion above, it can be concluded that developing lecturer professionalism in facing the challenges of distance education in the digital era requires various strategies. Mastery of technology and digital platforms, development of relevant and interactive learning materials, effective online communication skills, time management skills, collaboration between lecturers, as well as ongoing training and development are essential factors that need to be considered, in line with research conducted by Maiumun which concluded that it is essential to increase qualifications, certification and the formation of teacher working groups to increase the competence and independence of lecturers in facing educational challenges in the digital era(Maimun, 2017). By implementing these strategies, lecturers can be better prepared technically, pedagogically, and managerially to provide quality learning experiences for students in the distance education context. This will increase student success and achieve optimal learning outcomes in the digital era.

4. CONCLUSION

This research provides an in-depth understanding of the experiences and views of lecturers and students at Al-Ihya Kuningan Islamic University regarding the development of professionalism in facing the challenges of distance education in the digital era. Based on the results of interviews and observations, it was found that mastery of technology and digital platforms, development of relevant

and interactive learning materials, effective online communication skills, and time management skills are critical factors in facing these challenges. Based on the research findings, several suggestions can be put forward: Higher education institutions must provide adequate training and support to lecturers to improve their mastery of technology and relevant digital platforms in the context of distance education. Lecturers must be encouraged to continue developing and updating their learning materials to remain relevant, exciting, and in line with students' needs in online learning. Universities can hold discussion forums or workshops to facilitate the exchange of experiences and best practices between lecturers in facing the challenges of distance education in the digital era.

By implementing these suggestions, it is hoped that lecturers can improve their professionalism in dealing with distance education in the digital era so that quality learning experiences can continue to be provided to students.

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