

Phenomenon on the Level of Lecturer Education, in Quality of Education and Quality of Graduates

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Abstract. This content analysis paper focus on the Phenomenon on the Level of Lecturer Education, in Quality of Education and Quality of Graduates. In Indonesia, the requirements to become a lecturer it is very easy, level of education of the faculty, be the same as the level of education where they taught, this condition is certainly not good for the development of science because it will have an impact on the quality of education and the quality of graduates. With the earnest efforts of the college to develop the professionalism of the lecturers, lecturers are expected to be created which is able to carry out their duties in a professional manner, which scored the scientists and experts in various fields, the intellectual life of the nation in the broadest sense, as well as to develop the best human resources of Indonesia.

Keywords: level of lecturer education, quality of education, quality of graduates.

1. Introduction

Performance improvement process of Human Resources management requires a systematic and focused, so that the process of achieving organizational goals can be carried out effectively and efficiently. This means that human resources management is very important for the success of any company, large or small, in any kind of industry [13], Human Resource Management aspects occupy an important position in a company / organization because every organization formed by people, use their services, developing their skills, encourage them to high performance, and to ensure they continue to maintain a commitment to the organization is a very important factor in the achievement of organizational goals [6]. According to Barney [5] Human Resources systems can support continuous competitive advantage through the development of human resource competencies in the organization.

Education factor in the management of human resources has a role in determining performance standards and the success of an organization, roles are: (1) to determine the level of employees education within an organization, whether a tiered high school education, bachelor, master, or doctorate; (2) education level to specify the payment of salary, which is used as civil servants, and (3) education to improve the level of education, knowledge and skills of members of the organization.

Subjects related to the duties of Human Resources Management in Education, then I narrow the discussion of this paper the discussion on education only tenured faculty in the college. Lecturer is one of the essential components of a system in a college education. The role, duties, and responsibilities of the faculty are very significant in achieving national education goals, namely the intellectual life of the nation, improve the quality of Indonesian human, including the quality of faith and piety, noble character, and mastery of science, technology, and art, as well as the Indonesian people realize advanced , just, prosperous, and civilized. Lecturers are required to be able to show good performance. Improved performance of the lecturer

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requires several things such as high motivation, adequate competence, good leadership and a supportive working environment for faculty to improve its performance [3].

College as a human resource development agent plays a key role in development, especially human resources. Changes in economic and political order of the international association that continues to change rapidly, putting a college position on a challenge and an opportunity to play a strategic role in producing graduates who have high competitiveness. Community development strategies of knowledge-based nation requires rapid response, precise and strategic.

In the college environment, the lecturer is one of the main requirements. He is like driving machine for all things related to the scientific and academic activity [1]. Before setting up a college, the first look is a lecturer. Having determined the teachers, new college was founded, not vice versa. Thus the importance of this faculty to not a few college became famous because of the fame of the lecturers who work in it. Several universities in Europe and America also became famous in the world because it has great teachers and qualified teachers, such as the University of Berlin who has the caliber faculty Fichte and Hegel, and so on [8].

In the position as the "heart" of the college, faculty will determine the quality of education and graduates of the college who were born, in addition to the general quality of the college itself. If the high-grade lecturers, the quality of the college and its graduates will also be high, and vice versa. No matter how good a program for education, if not supported by the high quality faculty, it will end up on unsatisfactory results. It was due for a good run education programs required the lecturers are also of good quality. By having good teachers and high quality, college can formulate the-art programs and curriculum to ensure the birth of outstanding graduates and qualified privilege [4].

The problems that occurred in Indonesia, since Indonesia's independence until the early 2000s there has been no formal requirements governing the requirements (level of education) to become a lecturer, even during the then a person who holds a Bachelor-can become a professor (professor), because the level of professor categorized as career ladder rank faculty not professional level. To establish a university lecturer in Indonesia could borrow from a variety of sources, usually after permission is obtained lecturer whose name used for licensing mostly not used anymore, not infrequently found a college that has existed for more than 10 years of new permanent lecturers have office assistants functional academic experts.

In Indonesia, the requirements to become a lecturer it is very easy, level of education of the faculty, be the same as the level of education where they taught, this condition is certainly not good for the development of science because it will have an impact on the quality of education and the quality of graduates.

2. Discussion

Many researcher reiterated that the cornerstone of a Lecturer's competence is not only in subject mastery, but more in teaching approaches. Some Lecturers certified for subject mastery are barely effective once it comes to shared their knowledge to scholars. This is principally a problem of pedagogy. The teaching method mainly determines the learning process. The method of communicating the information to the mind of students determines the degree of learning that will take place.

Higher education is deliberated a key to graduates career development. The increasing number of the public and private educational institutions results to a competition among the educational institutions and the increase of unemployed graduates. Researcher show that the quality of education, especially at the higher educational institutions, turn into a major factor to the unemployment problem among graduates. The purpose of institution of higher education in providing set of courses and competence of educator are not in line with the required workplace skills. This leads to the problems for the graduates to obtain jobs, which match their skills and qualifications. This also leads to a problem, in which graduates are not able to implement what they have learned at the educational institutions in their working field.

Shujaat et al. [14] agreed that most of university graduates were less knowledgeable, less skilled and were not in accordance with the needs of the industry. Marchante, Bienvenido and Pagan [10] stated that mismatch, which are occurred in the education and expertise represent the gap that occurs between the criteria and requirements needed by the industry, which are not fulfilled with the education and skills. Mismatch, which

is happened between education and expertise with the working field, affects the educational investment, job satisfaction, wages and job mobility [14].

Becomes the obligation of a lecturer to integrate characteristics of a skillful graduate in the curriculum. Ismail [9] stated that the quality of graduates is depending on the teacher. The examples include the reference materials that are used and a conducive environment that consists of infrastructure, socialization, location and others that provide towards the improvement of a good personality and an excellent academic achievement. The mission of lecturers is important, as they are required to educate the graduates to become excellent human capitals, which will serve and develop the economy of a country. However, not all lecturers could carry this task with their fullest heart. Findings of the study show that the majority of respondents agreed that the competency of a lecturer, especially in the process teaching and learning, greatly influences the achievement of a graduate. Research also show that in order to increase their skills or competencies in line with the existing technology and new information, lecturers at the higher educational organizations should be given intensive training and consistent courses [16]. Many researcher stated that there are inexperienced lecturers, who are not able to properly manage students during the teaching and learning sessions. In addition, there are lecturers, who are not interested in their job. Consequently, the students do not get appropriate input according to the outlined curriculum.

Indonesia requires new qualifications lecturer on education may be taught in the new format is set in the year 2000 by the Decree of the Minister of National Education No. 234/U/2000 on Guidelines for the Establishment of Higher Education, the establishment of the college for S1 degree must have number of lecturers as many as 6 people, 2 lecturers in master degree and 4 people may S1 degree, for Master Program must have 2 doctoral degree lecturers and 4 masters, Doctorate Program need 2 professors and 4 doctorate. Then the government set up by Law No. 14 Year 2005 on Teachers and Lecturers. Provisions on the lecturer stated in Article 45 of Law no.14/2005, the lecturer has a minimum academic qualifications: a. Graduates of the master's program for diploma or degree program; and b. Graduates of the doctoral program for graduate programs (paragraph 2). In Article 47 Paragraph (1) is added, that the faculty teaching certificate as referred to in Article 45 granted after fulfilling the following requirements: a. Have work experience as an educator at the college for at least two (2) years; b. have academic position at least assistant; and c. Passed certification by a college education personnel procurement programs held on college established by the Government.

Faculty professionalism development becomes an important effort in order to improve the quality of higher education. In the United States, faculty professional development programs began to receive attention since the mid-60s are known as *faculty development*. The program comes after the discovery of anomalies, namely that teaching in universities has taken place is not effective, even sometimes given without authority. Most students feel uneasy due to poor teaching, and student interest has been ignored [12].

Similarly in Europe, lecturer development program has been underway since the beginning of the 70s. The steps taken by each college in the development program is not uniform. In a local scale in several European universities are centers of faculty professional development. But in general at the European level, the program was implemented in an integrated manner. European countries agreed to establish a center for professional development and improvement of the quality of university lecturers. In addition, there is a kind of network quality assurance organization university lecturers covering all European countries [4].

In Indonesia, the quality of faculty development programs have also been known since the 70s. Some colleges have organized activities are included in the category of coaching professors, such as upgrading special for all new lecturers. Even certain universities set up a training center faculty and staff organized a faculty development activities in the regional and national levels [11].

However, despite the nearly four decades, faculty professional development program in Indonesia has not revealed encouraging results. Several public universities (PTN) in Indonesia is already in the list of best universities in the world, although it is still in order to so. So it is with the private sector, there are a number of private universities (PTS) whose quality is reliable and equivalent universities abroad.

But the data held MONE Research shows, from 120,000 tenured faculty PTS and state universities in Indonesia, there are 50.65 percent or about 60,000 of whom have not been educated new Master degree or S1

degree [7]. According to other data, the total number of lecturers in state universities as many as 240,000 people, 50% of whom do not yet have the equivalent educational master qualification. Among these, only 15% hold doctoral faculty. When compared with universities in Malaysia, Singapore and the Philippines are the number of doctorate has reached 60% more, it appears that college lecturers in Indonesia is still far behind [15].

In fact, the Act No. 14 Year 2005 on Teachers and Lecturers college professors require minimal Master degree. Mentioned in the Act, the educators of primary and secondary education level requirements are a minimum of S1 degree. Meanwhile, to educate academic education in S1, then at least two strata or master degree (S2), while the graduate program is a doctoral (S3) and professor.

This fact is ironic considering one of the great ideals of higher education in Indonesia is becoming an international university (*World Class University*). With 60% of lecturers are still qualified S1, difficult in the near future to reach that goal. Especially in the midst of these conditions, do not seem significant efforts of the lecturers to improve their professionalism as a college principal element. Some of them are even less aware that the profession lecturers, as well as other professions, is also related to the dimensions of knowledge, skills, and ethics that need to be developed. Unfortunately, these dimensions are not much noticed by the lecturer, so do not be surprised if the scrutiny and criticism continue to be addressed to them.

One good thing a lecturer in Indonesia is its simplicity became a professor. In some other countries, is not easy to become a professor. People who have Doctorate in Japan or France, for example, must follow the post-doctoral first, published his dissertation into a book, can only apply for full-time lecturers, and even then if there is an opening (reportedly increasingly rare). Competition is also quite tight because the portfolios in the academic field such as scientific publications was crucial. If there be a tenured faculty master case, this thing is very rare at all, maybe just for the brilliant course. In Malaysia, to be a lecturer should be educated Doctor by considering a portfolio of academic, research, and scientific publications.

In Indonesia, the requirements to become a lecturer only master's degree course. Even a few years ago (well so far), the bachelor's degree can be a full-time lecturer. That is the point of departure was a lecturer in Indonesia is much easier than in any other country that I know of. In the words of Joshua, the "orange eating orange".

In these circumstances, of course, natural that the quality of higher education in Indonesia still lags behind other countries that all lecturers doctoral degrees. This is likely to be realized by the government poured S2 and S3 both inside and outside the country.

This indicates that there is still a big gap between the ideals and the real condition of the university lecturers in Indonesia today. The condition is of course influenced by various factors, such as management education, economic, social reality, and others. Therefore, it is also necessary to fix a faculty professional development program that is comprehensive and involves various parties, ranging from universities, government, to the community.

3. Enhancement of Quality Lecturer

The quality of education in Indonesia, will determine the level of Indonesia's competitiveness in the face of the ASEAN economic community by 2015. Therefore, the key to improving Indonesia's competitiveness, by improving the quality of education and the latest breakthrough in the education sector. Actually, the quality of human resources in Indonesia is quite good. Just how government and universities to hone the human resources to human capital more competitive. If the government and university collaboration is strong, then Indonesia will be able to produce the best human resources annually.

The purpose of education is to develop national intellectual, emotional, and spiritual health and develop noble character of the learner. Further shaping learners skilled, creative, and independent. This goal is a challenge for educators (teachers), because the purpose of it is the basis for learners in real life current and future century globalized and challenging. Learners are required to be skillful and filled with the skills to develop their creativity. To achieve the objectives of education and training necessary to solve the problems of professional lecturers.

Lecturer is one of the essential components of a system in a college education. The role, duties, and responsibilities of the faculty are very significant in achieving national education goals, namely the intellectual life of the nation, improve the quality of Indonesian human, including the quality of faith and piety, noble character, and mastery of science, technology, and art, as well as the Indonesian people realize advanced, just, prosperous, and civilized. Lecturers are required to be able to show good performance. Improved performance of the lecturer requires several things such as high motivation, adequate competence, good leadership and a supportive working environment for faculty to improve its performance [3].

Ahmad Eismat [2] also found that there were lecturers at a higher educational institution in Malaysia, who did not emphasize on planning and organizing skills in teaching and learning activities. Lecturers should be mindful that these skills are important to be acquired by graduates. Based on the current development and preparation for producing the next generation of human resources, the ability of educational institutions is doubtful. Necessities such as excellent educationalists, a conducive learning environment and critical reference materials for applying the educational process are not clear [9]. A competent workforce is determined by the educational excellence. Therefore, lecturers as educators and guiders should be able to produce graduates who are capable and qualified.

Professionalism lecturer correlated with quality educational products. Lecturers make educational or professional quality learning process, so that learners-was happy to follow the learning process, the expected end result is a source of human generated from qualified college graduates and will be able to compete in the era of globalization. Instead unprofessional lecturers who are not able to make quality education.

Lecturer indeed a key factor if you want to improve education. That is why born of Law No. 14 of 2005 on the teachers and lecturers who stated that teachers and lecturers are professional positions. Professional positions are positions that require certain abilities and certain educational background.

Professional faculty development to support the implementation of quality education not only in dependence on the quality of the education I have ever taken. Faculty professional development actually lies in the willingness and ability of faculty to develop themselves when they have occupied the post of lecturer.

Law Teachers and Lecturers number 14 of 2005, Article 8, mandates that faculty must have academic qualifications, competence, teaching certificate, physical and spiritual health, as well as having the ability to achieve national education goals. Academic qualifications gained through higher education graduate programs. While competence is the lecturer must-have pedagogical, personal competence, social competence and professional competence (combined with the activity of Tri Dharma).

Improving the quality and the quality of one lecturer is certified professor. Teaching certificate is given to faculty who have met professional standards lecturer / lecturer competency standards. Teaching certificate is a certificate signed by the certification of the college as a formal proof of the professionalism of recognition given to faculty lecturers as professionals.

Faculty professional certificate can only be obtained by a lecturer who has been educated at least S2, for S1-educated professor who still have until December 30, 2015, exactly ten years after the promulgation of Law Teachers and Lecturers.

4. Conclusion

One of the ideals of higher education in Indonesia is becoming an international university or World Class University. This ideal requires hard work from all elements of the college to improve and develop the quality of learning. One of the programs that should receive priority development is professional development of faculty as the principal element of the college. Faculty professional development is very important to improve the quality of higher education in Indonesia.

Programs for professional development of lecturers as described before is actually an integral part of the college development program in general, due to the success of the program will affect the quality of the college itself. Therefore, these programs need to be implemented regularly and continuously in order to create a truly high-quality professors and able to promote the progress of college.

At the practice level, which means it can be used to implement the development programs are:

- Providing education and training aimed at gaining insight and knowledge of the teachers, both related disciplines and skills practiced pedagogy and education in general.
- The establishment of institutions or centers of science and academic professions, including professions faculty, priority activities related to the implementation of scientific research and training for enhancing academic competence.
- Scientific cooperation with other universities, both in the form of exchange of lecturers, research joint (*joint research*), as well as *double-degree* program. Scientific co-operation can also be done between universities and research centers, and corporations, both nationally and internationally.

With the earnest efforts of the college to develop the professionalism of the lecturers, lecturers are expected to be created which is able to carry out their duties in a professional manner, which scored the scientists and experts in various fields, the intellectual life of the nation in the broadest sense, as well as to develop the best human resources of Indonesia. Thus we can expect the quality of education and the quality of graduates is enhanced. In addition, the government will also improve the quality of the educational curriculum, both in schools and universities. The curriculum is developed and used to be where the updates are world curriculum should follow the development of the world. : More than that, the quality of lecturers, teachers and lecturers are also a priority for the government improved. Government is obliged to play an active role to support lecturers or teachers who want to continue their education abroad with scholarships. If the quality of the lecturers and teachers well, it will affect the quality of the students to get a better Indonesia in the future.

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