

A Holistic Program to Develop People in Higher Education

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Abstract:

Efforts to improve the quality of higher education continue to be done. One effort is to develop a quality assurance in universities. Quality assurance is expected to grow to establish standards, implement standards, evaluate the implementation of standards and continually seeks to improve the standard (continuous quality improvement). One of the tasks of this agency is to establish a quality assurance for professional lecturers. A case study was conducted to describe a holistic program for developing people within my institution by considering individual and collective aspirations as well as cultural and organisational dimension in State University for Islamic Study (IAIN) Palopo. The finding shows that educational programs, teaching, research, scientific forum, a forum for communication, information technology procurement, apprenticeship/induction and other supporting activities are programs that support professional lecturers.

Keywords: Developing People, Quality Assurance, Higher Education

Introduction

Modern organisational theories have been developed since 40 decades ago during the industrial revolution. Since then some scholars develop theories of organisations such as Weber, Fayol, and Taylor that generally the system applied at that time were still mechanical. The theories was continued to develop then became to be a less mechanical; organisations were start to pay more attention to human influences as many organisations suggest that the less mechanical an organisation is the better achievement it will be (Martínez, Dewhurst, & Dale, 1999).

In education opens system, the systems have working procedures that alter or process the input obtained from the environment or from another system into outputs, which in turn used as inputs by other systems. The education system has internal and external relationships. Internal relationship within the education system is characterized by successive relationship between the levels of education to another level. While external relations characterized by their interaction, interrelation and interdependence between the educations systems with a system that is outside the education system.

Palopo State Islamic University (IAIN Palopo) is a State Islamic University in Indonesia. One of its most important aims is to be a leading Islamic research University which is able to produce high quality research in order to compete at both the national and international levels. To improve the quality of academic standards, the University strives to apply a curriculum that integrates religion and science. This will ensure that the University's graduates have professional expertise and the capacity to work effectively in their chosen fields. IAIN Palopo has a strong commitment to civic engagement, and among its missions are to improve the quality of life in the community by providing professional social services Specific purpose driven by Islamic values. The main vision is to be a world-class university by the integration of science and Islamic value. Some strategical strategies include to provide a good and relevant higher education as a tool to develop science, to create social transformation, and to increase national competitiveness and to organize a higher education within good cultural and structural framework, integrity, and accountability.

Internal quality assurance is carried out and controlled by the quality assurance of higher education institutions. Parameters and methods to measure the results are determined by the university according to the vision and mission. By running internal quality assurance, the higher education institution should conduct an internal evaluation so-called self-evaluation on a regular basis. Self-evaluation is intended to pursue continuous quality improvement (Usher, 1995). Some keywords as the main roles of this internal quality insurance are evaluation, standards of quality, control activities, and benchmarking. One of the main goals of this quality assurance agency is to ensure professional lecturers.

Lecturers are professional educators who transform, develop and disseminate science, technology and the arts through education, research and community service (Corcoran, 1995). To carry out its main task, a lecturer must have pedagogic competence, social competence, personal competence and professional competence through the implementation of research, teaching, community service and the preservation of moral values. According to Anggraeni (2013) competence is a set of knowledge, skills and behaviours that must be owned and mastered by lecturers in carrying out the task of professionalism. As a matter of fact, the lecturer should always strive to develop competence on an ongoing basis to be able to adjust

to the demands and needs of the dynamic development of education. Professional development can be done through educational programs, teaching, research, scientific forum, a forum for communication, information technology procurement, apprenticeship/induction and other supporting activities.

Research Methodology

This case study is aimed to understand and interpret the context-bound phenomena from an interpretive perspective (Merriam, 2009). The writer used a case study design to illustrate different perspectives (Creswell, 2013). Savin-Baden & Major (2012) argue that case study can make and refine theoretical connections. Yin (2003) states that "the distinctive need for case studies arises out of the desire to understand complex social phenomena" since "the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events" (p. 2). Understanding a complex phenomenon in terms of quality assurance in IAIN Palopo had become a major concern in this study.

Findings and Discussion

Professionalism lecturer development program. Broadly, it is identified that there are several kinds of programs conducted for developing professional lecturers in a sustainable manner, namely 1) an orientation program for new faculty staffs. An orientation program has a wider scope, as it can introduce institutional mechanisms, organizational structure, learning nature, vision, mission and goals of the institution, the institution's strategic plan, and other institutions facilities.

More importantly it also shows how leaders give their attention to new lecturers. This orientation program should not only as an additional event in a sort of pre-service training, but also an orientation program that provides the basis of professional ability as a lecturer. 2) Program faculty professional development on an ongoing basis. Continuous professional development model chosen by the lecturer will be effective if the model is associated with their competence. Many professional development model can be used as an alternative option, such as mentoring models, model "from theory to practice", and the model of reflective or inquiry (Danim, 2002), besides that the outline can be done through model of education, research, assessment, induction models, models of forums and the like. Institutionally, some faculty development programs on an ongoing basis in developing the profession can be done through the following programs:

Education Program. Education is a deliberate and systematic effort to develop the ability of learners to anticipate the possibilities of various cases or problems that will occur in the life of society (Bruner, 2009). To develop the ability of learners in a sustainable manner can be done through formal education and non-formal education. Formal education can be done through formal education or formal institutions. Formal education are used for sustainable development through education faculty graduate master program (S2), the doctoral program (S3) and postdoctoral. A lecturer should have completed educational level at least in the level of master's degree (S2).

Another educational pathway that can be achieved is through training or short course. Lecturers must pay attention to the scientific expertise and linearity according to their educational background. In addition to formal education, it is also necessary to have educational activities that support the development of the profession, such as research in education, teaching and learning method, preparing instructional design, preparation of learning tools, learning management, material development, media development, assessment of learning, educational research methods and the like. The institutional program may include scholarships, providing educational assistance, providing education facilities, provide programs and facilities of various forms of training, mentoring and the like.

Learning Program. Learning is a process of interaction between education, learners, learning resources and environment to achieve learning objectives. Learning is defined as an attempt to teach learners to understand their personality and the environment surrounding them to make it more meaningful. Through learning, learners are able to determine, develop, and organise the information they received to achieve sets of goals. The variable of "learning" is seen as a strategy that can be used in certain conditions in order to achieve the learning objectives. Learning strategy is defined as an activity that arranged with a clear sequence of steps (Armstrong, 2014).

The implementation of learning can be done by: 1) preparing learning activities including some activities such as identification of potential and characteristics of learners, preparation of learning program design, preparation of learning tools (syllabus, lesson plans, worksheets, lab Directive), the selection of learning strategies, preparation of instructional media, instructional materials, assessment of instruments, and learning resources preparation. 2) Implementation, the learning is done with a student-centred approach. In the implementation of learning, a teacher is required to have the ability to develop shared learning innovation.

Learning innovations can be made in the selection and application of appropriate learning strategies, selection and use of learning media, learning management, and providing feedback on the learning process.

Faculty development programs can be carried through education and training gradually, programmed and sustainable, mentoring, workshops, internships / induction. Lesson study, reflective models, teaching grant, model development and learning study program.

Research Program. Conducting research is one of the main tasks of lecturers to be done. Research program should involve all lecturers. Previously, research program was only done through competition program which is not as a major task as a lecturer. As a consequence, many lecturers who do not win the competitive research do not experience well in research activities. The research program offered by the institution lecturers should ideally not in competition, but as an obligation that must be carried out by each lecturer. Lecturers should always seek to conduct research and update information, whether the role of institutions facilitate opportunities and provide the tools to support the implementation of research. Facility program that need to be prepared are training and mentoring program research methodology (identification ability, problem analysis, drafting a research program, the ability to develop and validate instruments, mastery of research methods, conducting research based on its type, process the data, preparing reports), followed by the study of individual/group.

Regulation of competition shifted to education empowerment program for lecturers through sustainable research education program. Research program should be conducted based on the lecturers' expertise. During this research conducted. The program needs to be directed to increase collaboration and professional among the lecturers.

Scientific Forum Program. Scientific forum is a demand and need for each faculty to update the information and gain new experiences. Through scientific forum, lecturers will discuss and examine various issues, the root of the problem, the position, and problem solving strategies from various viewpoints. Some activities in this scientific forums include design, development, implementation and assessment. Scientific forums are not only in the form of seminar, discussion, dissemination of knowledge, but gradually can be done in the form of in-depth study. Programs that can be prepared could be receptacle study centre/institution which has a program of scientific activities and conduct regular studies, model development,

research, dissemination and scientific publications. Prepared form forums include; FGD (Forum Group Discussion), workshops, seminars, and other forms of scientific activities.

Scientific Publications. *Scientific.* publications have a very strategic role for lecturers in disseminating ability, experience, skill and work scientifically. The ability and willingness of lecturers in publicizing their work should always be cultivated as a manifestation of a sense of responsibility in carrying out its primary task. Scientific publications can be done through various activities, such as presentation in scientific forums, dissemination of research results, writing scientific articles, writing journal articles, scientific magazines, book, textbook, writing in the mass media, uploaded on the internet, and so on. A growing number of scientific publications will give a positive image to the lecturer concerned as a professional lecturer. To increase the number and quality of scientific publications, it is necessary to establish a forum or a scientific institute that is responsible for assessment of the program, the development of the model, network cooperation (partners), scientific publications, periodic, targeted and sustainability.

Forum Communications. Communication is a reciprocal relationship between the community members with other community members in a variety of opinions, feelings, and experience. Communication is done through contact and interaction between individuals (professors, students, employees, and other communities). Lecturers need to empower communication through some ongoing programs such as scientific forums, sustainable and contemporary studies, communal activities, development of soft skills, training, development of models, thematic chat forums and so on. It is expected that lecturers can communicate and interact effectively with students, fellow teachers, parents / guardians of students, the local community, and communication with foreign language in improving the competitiveness and excellence institution. Lecturers are expected to: a) communicate verbally and in writing, b) using information and communication technology functionally, c) interact effectively with students, fellow faculty, staff, parents / guardians of students, faculty partners with other universities; d) politely communicate with the surrounding community, e) the ability to communicate in a foreign language.

Strengthening the Information Technology Program. Nowadays, the curriculum design technologist academic discipline are based on the community need, which are flexible, adaptive and responsive. This is more potential to support the development of professional lecturer focusing on literacy information technology (IT literacy) including the competence in

the application of contemporary technology (temporary IT skills), mastery of basic concepts (foundational concept) and intellectual abilities (intellectual capability). The presence of information technology can benefit to increase students' and lecturers' motivation. A lecturer will motivate himself and his students who are curiosity in the lecture. The use of IT-based learning media seems much more useful because it has a broad role, flexible, ease of use, effective, efficient, high competitive, and integrative against a variety of media formats (Bhuasiri, Xaymoungkhoun, Zo, Rho, & Ciganek, 2012).

Many scholars consider that lecturers who are able to utilize information technology influence on its success in managing the learning in institution. Therefore, the teachers need to be given training programs using variety of information technologies that are available today, ranging from computers, televisions, telephones, video conference, to the use of the internet. Developing the ability to use information technology is needed in the planning of education, especially related to the analysis, design, implementation, management, and evaluation of instructional education. For the development of the information technology capabilities, the following media are required: a) the availability of the following equipment technology facilities, such as computer, video, projector, Internet equipment, and so on. b) availability of the contents and materials related to methods of use of information technology to support teaching methods and the implementation of the educational curriculum. c) the organization of training for lecturers on how to use the tools of information technology, so that in time they can teach it well to the students. Thus, the learning process will take place more effectively and productively.

Induction Program Internship. Activity induction/ internship is done to acquire general skills and abilities or specialized in fields related to education programs, learning, research and scientific publications. In general, induction/internship conducted by assigning someone to a unit/institutions fully within a certain period (Smolik, 2010). Unit/institution can be inside or outside the campus, which has a special duty to develop one or a series of components of education, learning, joint research, for example, the design of learning programs, production of instructional media, model development, evaluation programs, processes and outcomes of learning and so on. Some universities have a unit called Learning Resource Center or the Center for Development of Teachers and Education Personnel can be empowered to manage the induction program/internship.

Support Program. Supporting programs can be done in the form of campus activities, such as conferences, workshops and seminars on campus. The workshop/seminar is organized on various aspects of teaching and learning. Topics such as managing lectures, lecturers team (team teaching), individual learning, assessment of learning progress, appraisal courses, instructional media preparation, the use of a closed network television (CCTV) and so on. Workshops / seminars can be delivered in a short time, from half a day to three days, so it does not interfere with other academic duties. Wilen, Ishler, Hutchison, and Kindsvatter (2000) states professional education must change from the behaviour that is too intuitive into a professional decision-making based on research and experience.

Teaching Approach

State Institute for Islamic Studies (IAIN) Palopo has implemented teacher-assisted learning approach for several years. The approach has become popular among teachers. There are some basic reasons why this method is still implemented. First, faculty and students feel more comfortable in the teaching and learning process as the approach offers interactive classroom process. Second, faculty and students feel comfortable because the approach is able to minimize the challenges and obstacles in the process as it is already familiar for many years. Third, the lecturers do not need to develop teaching materials or a new learning model to improve the quality of their teaching performance. These reasons support the survey in Indonesia found that Indonesian people tend to avoid uncertainty in workplace (Hofstede, Neuijen, Ohayv, & Sanders, 1990). Many stakeholders in IAIN Palopo are reluctant to accept and feel uncomfortable in changeable environment. They try to minimize the unusual circumstances and proceed changes very carefully step by step.

However, the teachers should shift to a new paradigm since a new educational policy assists students to fulfil a Standard English skills requirement in workplace, which nearly all companies in South Sulawesi, eastern part of Indonesia require TOEFL score at least 450 (passing grades). This new policy is in line with IAIN Palopo vision to be International University, which English plays an important role to achieve the target. In fact, after conducting English proficiency test using TOEFL test, the average score still in about 400. To respond to this demand, quality assurance department in IAIN Palopo came up with the idea that stakeholders should discuss providing a strategic planning. All English teachers, quality assurance staffs, and executive members conducted meeting to address the market demand.

As a result, it has been decided to provide English Language Centre (ELC) to support students to learn TOEFL whether through trainings or students' self-directed learning. However, the ELC program is not running well as lack of funds and supports from the executive members. The programs planned by ELC staffs had to be approved by the executive members, if not the programs cannot be run, while the executive members reject many ideas proposed by ELC staffs.

Referring to the theory, in the process of deciding whether the ELC is important to provide or not, it might be based on Fayol's ideas. Fayol (1916) contended how important the division of work is as it is more focus, lots of repetition, and better work, so an organisation will achieve better outcome. In terms of funding and supports, the executive members have legitimate position power as ELC staffs have to be obedient to all who hold superior position. The work division staffs rely on executive members' policy (French, Raven, & Cartwright, 1959).

Learning English in IAIN Palopo still focuses on the acquisition of general competencies as outlined in the course curriculum. The learning aims at providing students with additional skills when looking for employment. The pressure from working environment motivates stakeholders provided two modes English teaching, namely general English (GE), which is taught in the first year, and special English or English for Specific Purposes (ESP) taught after students have sufficient knowledge of GE. However, this pressure is gaining higher when the new policy emphasizes on TOEFL requirement to apply in workplaces. This causes disruption among teachers and students, but there is no choice to do instead of facing the demand and finding appropriate solutions. To help the teachers cope with the problem, the top executives give incentives to the teachers who teach in ELC. I think the idea of incentive schemes is one way to motivate teachers to do their works. This idea is relevant to the theory X introduced by Barnes, Macgregor, and Weaver (2002) flashing out that employees need incentive to motivate them work better.

The Need for Improvement

IAIN Palopo, which was established in 1985, likely tends to adopt the mechanical system, which is regarded as closed systems. The closed system looks at an organisation as closed and isolated system (Scott & Davis, 2015). Some samples that indicate IAIN Palopo still adopt the closed systems are: a).

the work divisions are set up as closed system where every staff of different divisions has lack of interaction with others. The English Language Centre could be an example where the role, budgeting, activities, computers, programs, etc. are separated and put in secrete or isolated, b). Teachers and other stakeholders tend to avoid environmental demand. A good example could be the resistance to change towards new information or ideas among teachers and top executives. Take an example in my experience, when I proposed to the top executives to apply scholarship to study in overseas, almost all board members disagree for my choice. The main reason is ideology. They said that Indonesia and Muslims have different ideology, so they suggest it is better to not study their ideology as it can influence me.

Along with the growth and the development of various complexities of people's lives as a result of various developments and advancement of science and technology, and the limited educational resources, it is necessary to adopt open system in education followed by virtuous planning.

To achieve the expected results, IAIN Palopo should provide strategic planning and implementation. To ensure the quality of education in the institution, the organisation should recognise that every division or unit within organisation is interrelated each other. According to open school systems sights, schools constantly cooperate with their surroundings. In fact, they are necessary to arrange themselves to deal with threats in the world competitiveness (Scott & Davis, 2015). Building collaborative works, communications, and connected among divisions.

Open system involves interaction with other systems (Wenger, 2000). Teachers, students, top board members are the samples of social systems in higher education that need to interact each other. The open system allows the organisational elements to coordinate to achieve communal goals. In contrast, the closed system views every unit at higher education sufficiently independent solve their problems internally.

A leader plays an important role to support open system in campus. Autocratic leadership is not typically of an open system. To achieve better outcome, the decision of certain programs should be based on groups decision making. As an example, to develop the ELC programs in IAIN Palopo, the programs that have been discussed and proposed by staff should not independently rejected by top executives or the head of the institution, but all staffs and board members should discuss to decide what might be better to decide.

Connecting to the environment is also one of the characteristics of open systems. IAIN Palopo is supposed to interact with its environments, meaning that the teaching and learning practices are responsible for intellectual development and knowledge acquisition as the basic foundations for successful performance in society. For example, understanding market needs would help the institution to design the appropriate teaching and learning strategies and provide information and communication technology (ICT) supports as media of teaching and learning.

The environment surrounding the institution includes economic, political, social pressure have impact on the institution. Being isolated from such situations would position IAIN Palopo to be lack of knowledge, less acceptable, or left behind and might cause out of business or collapse. The institution leader and other board members find it necessary to develop and manage internal operations as well as monitoring the environment needs. All stakeholders such as head of institution and the top executives, teachers, staffs, and students are encouraged to respond and anticipate the external demands.

Conclusion

Educational programs, teaching, research, scientific forum, a forum for communication, information technology procurement, apprenticeship/induction and other supporting activities are programs that support professional lecturers. A lecturer should have pedagogic competence, social competence, personal competence and professional competence through the implementation of research, teaching, community service and the preservation of moral values. The quality assurance helps lecturers to understand their responsibility to be professional lecturers. This was done to ensure the quality of professional lecturers in order to achieve the institutional goals.

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