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Professionalism of Lecturers at Faculty of Education

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Professionalism of Lecturers at Faculty of Education

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Abstract. The main objective of this research was to get the picture pertaining to the professionalization of Lecturers at Faculty of Education in Manado State University, Indonesia. The research method was naturalistic inquiry with qualitative approach. The research techniques were: deep interview, participative observation and document study. The data were analyzed by: data reduction, data display and conclusions, while the validation of data was done by four criteria, namely: credibility, transferability, dependability and conformability. The collecting procedure and data recording were done through observation and interviews. From the findings and conclusions, it can be identified that professionalization of Lecturers at Faculty of Education in Manado State University has been well processed. This can be proved by fulfillment of the minimum academic standard Ninety-one out of the total l12 lecturers has been certified. Based on conclusions, the researcher recommends that the teacher always develop their capability through increasing their academic qualification, self-development through attending educational trainings, conducting more research and publishing those researches through accredited journals. Dean of every Faculty and also execute supporting activities which will support self-development of the lectures and increase the budget for research of the lecturers.

1. Introduction

At the college environment, lecturer is one of the needs. It is just like a driving machine to all things related to scientific and academic activities. Lecturers are determining the position of education and graduates which are produced by such college. Having high quality of lecturers gives impact on the high quality of the college or otherwise, however high the designed programs without being supported by qualified lecturers, the results will be unsatisfactory [1]. By having good and high-quality lecturers, the college is able to formulate programs with modern curriculum to assure high quality graduates with very satisfactory achievement [2]. Based on this, the professionalism of the lecturers becomes important effort to increase the quality of the college.

In Indonesia, the program of lecturer's quality development has been well-known since 1970s. Colleges have carried out activities including lecturer coaching activity such as special seminars for all new lecturers. And even certain universities established center of training faculty and staff and organized some kinds of lecturer coaching in regional and national levels. It is interesting to the lecturers to do collaboration with the industry in the form of technology transfer as well [3].

Professionalization of lecturers has been running for almost four decades; however there have not been any exhilarating results. The data of Research and Development Institution of National Education

Department (2014) shows that 50.65% of 120,000 permanent lecturers of both Private and State-Owned Colleges in Indonesia were undergraduate or Bachelor. 50% of 240,000 lecturers of State Owned Colleges have not had master degree [4]. Among such number, 15% of them were holding doctorate degree. If compared to colleges in Malaysia, Singapore, and the Philippines whose doctorate degree could reach more than 60%, then the lecturers in Indonesia colleges seem to be left behind. Having 50% of lecturers with undergraduate degree, it is hard to attain the ideal. Furthermore, it seems there is no significant effort to increase their professionalism. It is very important to build an awareness that the profession of lecturers relate so much to the knowledge, skills, and ethics which are necessary to be developed [5][6]. Fortunately, these dimensions are not much becoming the intention of the lecturers, so no wonder the critics are consistently addressed to them.

This condition shows that there is a wide gap between the ideal goals and real condition of the college lecturers in Indonesia generally and in North Sulawesi specifically. This is influenced by some factors such as educational management, economy, social reality, and other factors. Toward the profession, the characters encourage in exhibiting commitment and responsibility to do self-improvement as the real contribution for students learning [7]. However, establishing an appropriate system of standards can help educators work towards both high standards and the same professional status. Therefore, in order to fix it, it is imperative to have comprehensive lecturer professionalism which includes different parties or stakeholders such as the college itself, government, and community. In association with the problems the researcher found in her initial study, she is interested in further study about professionalization of college lecturers at Faculty of Education in Manado State University.

1.1. Focus of the Study
Based on the background of the problem, this study focuses more on the professionalization of lecturers at Faculty of Education in Manado State University.

1.2. Problem Formulation
Based on the study focus, the problem can be formulated as follows:
a) How is the professionalization of lecturers at Faculty of Education in Manado State University?
b) What are the factors hindering the professionalization of lecturers at Faculty of Education in Manado State University?
c) What efforts have been made to solve those hinders against the professionalization of lecturers at Faculty of Education in Manado State University?

1.3. Purposes of the Study
The purposes of the study are to discover the results of analysis and description about:
a) Professionalization of lecturers at Faculty of Education in Manado State University.
b) Factors which hinder professionalization of lecturers at Faculty of education in Manado State University.
c) Efforts which have been made to solve those hinders of professionalization of lecturers at Faculty of Education in Manado State University.

2. Methods
This study uses qualitative approach and descriptive method of naturalistic inquiry. The study is taken place at Faculty of Education in Manado State University.

2.1. Data Resources
a) Data used in this qualitative study are subjective words both spoken and written including behavior which was under the observation with written data in the forms of documents and others.
b) The resource of the study was from the informant, and the rest taken from the documents and others,

2.2. Techniques of Data Collection
Data collection technique is a way used by researchers to obtain data in their field study. In this study, we choose the qualitative method, which data have to be deep, clear and specific. Further the techniques of collecting data as follows:
a) Observation
   Observation activities were done through direct observation the condition of lecturer's professionalization.
b) Interviews
   The interviews were done through structured and unstructured ones. The structured interview was used to get general understanding about a topic. Steps of the structured interview was intended to focus on certain topics according to the problems
c) Documents
   The documents assessed in this study include written documents in addition to other notes.
d) Recording Document Data in the Site Record
   The researcher made site record containing what we heard and saw.

2.3. Data Analysis Techniques
Qualitative data analysis is an effort done by working with data, organizing data, sorting them into manageable units, synthesizing, searching and discovering patterns, discovering the important things which have learned, and presenting to the others [8]. In analyzing data, we used four steps: (1) reading, analyzing, and scrutinizing data, (2) data reduction (3) data presentation (4) validity assessment

2.4. Checking of Data Validity
There are four criteria used checking of data validity in this study as follows:
a) Level of Credibility
   There are ways which can be equaled with validity test so that the truth of the results can be trusted:
   • Prolong of the observation duration
   • Perseverance of observation
   • Triangulation
   • Counterpart crosschecking
   • Sufficiency of references
b) Transferability
   The researcher endeavored to build value of study transfer by reporting the results of the study accurately and precisely.
c) Dependability
   This is done by valuing whether or not the process of the study has quality.
d) Confirmability
   In research, it is a scientific effort done by the researcher to value the quality of the research findings by assessing whether the results are stable.

3.   Results and discussion

3.1. *Professionalization of lecturers at Faculty of Education in Manado State University*

Viewing from the theoretic perspective, professionalization refers to the process of improving qualifications and competence of the professionals in meeting the standardized criteria in their performance as professionals [9]. Basically, professionalization constitutes a series of process of professional development, in which it is done through either education or training of both "pre-service" and in-service training.

Concept of professionalization includes two dimensions. They are the improvement of status and the improvement of practice [10]. This idea suggests that the first dimension encompasses the organized efforts to meet the ideal professional criteria. The second dimension, according to Holey that is to perfect the improvement (improvement of practice). It can be said that this matter has been in accordance with understanding of the first dimension.

3.2. *Hindering Factors on Professionalization of Lecturers at Faculty of Education in Manado State University*

Factors which hinder the professionalization of lecturers regarding the improvement of practice such as the lack of training enforcement which is in accord with expertise of study program. This is caused by the lack of the allocated funds for different kinds of training. By looking at the numbers of students with the ratio of lecturer service to students, it is found that there is a lack of permanent lecturers whose expertise is in line (linear) with the study program. The other finding shows that there is lack of research quantity carried out by lecturers. Most of the lecturers do the study mostly twice a year. It is felt lacking in terms of continuous implementation on skill as well as knowledge improvement.

Relating the development of human resources, the following are some obstacles found: a) management of DIKTI scholarship might be said complicated and insufficient, 2) lacking of continued education interest for doctorate due to flurries of the lecturers, c) study program will be lacking the lecturers due to doctorate upgrading, and d) lacking of the will or willingness to arrange the administrative requirements in terms of proposing professor status. The lecturers who have accomplished their master and doctorate degrees are found not in line with the needed expertise. Additional facilities to meet minimum standard of managing the study program is lacking such as laboratory room and other supporting facilities which are not functioning or damaged, and even the study program does not have supporting tools.

3.3. *Efforts made to solve those hinders of professionalization of lecturers at Faculty of Education in Manado State University*

The following are the efforts made to solve the hinders: a) design periodic doctorate program so the lecturers in the study program will not drastically decreased, b) Faculty will be more selective in determining the emphasis to take in line with the expertise. The expertise which is inappropriate or unsuitable with home base study program can be recommended to change the study program as home base. Lecturers who have not met the teaching/lecturing certification will be adjusted their recommendations to the requirement for them. The effort to deal with indiscipline is to apply punishment in accordance with level of mistakes done by lecturers and yet the instructions are given with the spirit of deliberation to reach a consensus. In order to deal with the lack of permanent lecturers, there must be recruitment of permanent lecturers based on the necessary expertise of study program. Regarding the lack of facilities, the procurement should be planned and implemented. The same thing regarding research activities of the lecturers, it is important to maximize the forms of cooperation as well as motivate the lecturers to develop research through independent research.

4. Conclusion and suggestion

4.1. Conclusion
Based on the research findings and discussion, the conclusion can be drawn as follows:
1. Professionalization of lecturers has run well. Minimum limitation shows that there are only two lecturers with undergraduate degrees who are pursuing their graduate level (master degree). There have been 82.25% of 112 the lecturers certified.
2. Hindering factors against the professionalization of lecturers: lacking of permanent lecturers whose expertise is unsuitable with their study, problem of in disciplinary, lacking of facilities, evaluation results are still regarded as formality activities.
3. Efforts done to solve the hinders such as developing the academic qualifications on doctorate program particularly, enforcing lecturers to do research and learning in accord with expertise of the last education, recommending the recruitment the expertise suitable with study program, motivating lectures to attend training related to their competence development.

4.2. Suggestion
Based on the conclusion, the researcher suggests as the following:
1. that the lecturers develop competence through improving academic qualification, attending the training, publishing the researches on the accredited or indexed media.
2. that the administrators of the Faculty and rector pay attention to, plan, and implement providing facilities which are supporting the learning process, as well as supporting activities for self-development and increasing allocated funds to conduct studies.

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