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Professional Management and Pedagogical Competences for Lecturers at Private Universities in Indonesia

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Abstract

Purpose: The purpose of article is explore the findings of a research on management of professional and pedagogical competency development for lecturers at the faculty of teaching and educational sciences at three private universities in the Eastern region of West Java, Indonesia.

Findings and discussion: A total of three deans, three heads of study program and nine lecturers of three private universities described the policies regarding the management of competency development for lecturers at their institutions. This paper discusses how policy, implementation and results are obtained within the framework of the management of pedagogical and professional competency development. Findings show that in general three faculties have had such a program in the forms of seminars on methods and techniques of teaching and learning, coaching activities and enabling lecturers in various scientific activities like symposium, workshops, and scientific publications in national and international journals. However, the program is characterized very temporary, unsustainable and incidental. In addition, the three institutions haven't defined with the standardized measurement to measure the development of lecturer's competence. Despite some weaknesses in general the three institutions have shown the results of the program i.e., the increasing number of lecturers who have been certified, the rising of students' GPA and the number of graduates employed by educational institutions both private and public.

Research implications: In-depth interviews, observation and documentation studies have clearly revealed the typical problems faced by private universities in Indonesia in general and factors that need to be considered in terms of the efforts to develop lecturers' competency in the faculty of teaching and educational sciences in the future.

Practical implications: The weakness of the development program of lecturer's competency found this research can be a guidance to develop the competency development program in the future. This research topic becomes a wider area when more researches are conducted. The management of lecturer's competency development who has not been implemented optimally needs to be improved towards a wider direction. To achieve this requires the involvement and commitment of various parties including researchers in finding the next steps. Thus, there are many other components that can be and need to be investigated.

Introduction

Indonesian Law No. 14 of 2005 on teachers and lecturers article 8 states that teachers and lecturers are required to have academic qualifications, competence, teaching certificate, physical and spiritual health, and the ability to achieve national educational goals. The article is supposed to be a spirit for teachers and lecturers in directing all their actions in their professional activities. Specifically, according to the act article 1 paragraph 2, a lecturer is a professional educator and a scientist, whose main tasks are transforming, developing and disseminating science, technology, and the arts through education, research and community service. The Implementation of lecturer function is expected to be base-line and basic for program planning in improving the quality of national education in a sustainable way conducted both by the government and private institutions.

As a scientist, lecturers have to have motivation to work and do research and the ability to write academic writings and publish them in a journal. In addition, in Indonesia as a professional educator, a lecturer also should have a set of academic competence that includes pedagogical, professional, personal and social [1]. As a result, any development effort directed at the lecturer's individual level conducted by the government and the institution should be done to embody the four competences. For the lecturers' themselves, their main task is to present the four competences in themselves that guide them in all their actions in the higher education institutions.

For the institutions, professional development of their teaching staff should also be based on the needs of the institution itself. From the perspective of institutions, the teaching staff development is intended to stimulate, maintain, and improve the quality of staff in solving organizational problems. The improvement of the lecturers' professionally according to section 1 Law No. 14 of 2005 should be conducted through the self-development in a democratic, equitable, non-discriminatory way and upholding human rights, religious and cultural values, nation plurality and professional code of ethics.

Such a guidance from the Indonesian government shows that a lecturer holds a central role in the learning process and the performance of the lecturer is much determined by the competence the lecturers have in performing their duties. Basically, the professionally of the

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lecturers is influenced by factors that exist within themselves that is how they behave towards the work assigned. In other words, their effort determines what level of professionally they may reach.

To achieve the level of lecturers' professionalism, the management treatment that according to Castetter [2] consists of planning, recruitment, selection, induction, valuation, the development of compensation, security and continuity needs to be done in a proper direction. Lecturers as educators have a very strategic position and influence on the learning process, quality of graduates, and the competitive output. Thus, the quality of students is determined among others by the quality of the lecturers as the main element of educators and the efforts to develop there competencies becomes a crucial point.

There are several reasons for lecturer's professional and competency development. Firstly, the world is getting changed and always keeps changing. The development of science and technology lead to the accumulation of new information, and lecturer's professional development efforts through pre-service and in-service education and training becomes increasingly necessary. Secondly, the ability of the lecturer in mastering science, technology, arts and culture they teach to the students' needs to be improved. The mastery aspects at least include: (a) mastering the subject matter broadly and deeply in accordance with the content standards of the education unit program, subjects, and group of subjects they are teaching, and (b) theories, concepts and methods of scientific disciplines, technology, or art that is relevant, which is conceptually coherent with the education unit programs, subjects, and group of subjects they are teaching. Lecturer's professional development itself can be interpreted as an attempt to expand knowledge, improve teaching skills, and foster a professional attitude that make the teachers more professional in sharing their knowledge to the students.

Lecturer's competency development programs are actually an integral part of higher education institution development program, due to the fact that the success of the programs will provide a positive impact on the quality of institution. Therefore, the programs should be implemented regularly and continuously in order to create a real high-quality lecturers that are able to promote the progress of the college. With the serious efforts of the college to implement management of competency development for their lecturers, it is expected that there will be the lecturers able to carry out their duties in a professional manner preparing the students to be the new scientists and experts in various fields, creating the intellectual life of the nation in the broadest sense, and developing Indonesian complete human resources.

However, for the context of higher education in Indonesia there are still a lot of dark portraits addressed to the lecturers in universities. First, there are some lecturers who do not have the educational qualifications of master as one of the important requirements of an educator at the Indonesian colleges. Ideally, the lecturers hold the PhD degree that places them not only as a technologist/practitioner but also as a scientist and thinker. It is because to get a PhD, a lecturer has to pass a variety of philosophical studies of science and more mature scientific methodology. PhD qualification for lecturers has been applied in the developed countries with developed quality of their higher education like countries in Europe, US and Australia. Even in neighboring countries such as Malaysia and Singapore, such requirements have been already applied.

For the certain lecturers who hold a PhD degree, some problems still exist. The writer observes that in some cases in Indonesia a number of lecturers who hold a doctoral degree are sometimes less productive and innovative in managing the learning process than those who have no PhD degree. There might be some internal factors triggering the problem such as the lack of commitment, responsibility, caring, discipline, responsibility, honesty, consistency, creativity, interest, and motivation. While the external factors emerge from their full activity as the officials in the campus, social and professional organizations and other institutions like government bodies.

Second, most of the learning process the lecturer conduct in the class is still limited to the fulfillment of curriculum targets. This makes the students only learn the materials included in the syllabus. The broader views and elaboration of the materials are less developed. Consequently, the scientific study is very shallow and limited to knowing the knowledge, less in the understanding of concepts, principles, postulate, or proposition of law. The lecturers less facilitate the development of learners' potential by encouraging them to read many books, research results or other learning resources related to the lecture materials.

In addition, another problem the lecturers in Indonesia in general face is that they are a bit reluctant to utilize the results of the evaluation and assessment for the learning needs. The level of feedback giving on student assignments is also relatively low. The role of the lecturer is still dominant in designing a learning process. Scientific study forums that seek a characteristic of learning have not been implemented optimally so that the image that occurs in the learning process is still at the level of transfer of knowledge.

Based on the existing problems on the learning process, lecturers' competency development programs and the research on such a topic become a necessity in Indonesia. In the eastern part of West Java there are several obstacles facing some colleges. They have not been able to meet the challenges of increasingly globalized worlds, especially in the field of information and technology. Such conditions affect the activity and performance of the learning process that lead to the lower learning quality that occurs until the present. Their conditions may be caused by the long distance to the center of big city like Bandung and Jakarta that lower the access to the new technology both in education and information technology.

The Strategic Plan Data from the Coordinator of Private Universities Four, a government body supervising a number of private universities in West Java and Banten Province, the lack of understanding of the competence by the lecturers and their poor performance is due to the following: (1) the low level of their presence of in the classroom, (2) the lack of implementation of good class management, (3) the lack of the use of media and learning variation, (4) the lack of facilitation of the development of learners' potentials (5) the lack of utilization of the results of the evaluation and assessment for the sake of future learning, (6) the lack of lecturer's guidance related to supervision/monitoring in the study progress, (7) the lack of guidance and counseling on student's studies, (8) the absence of evaluation and returns on students' assignments, and (9) the lack of idealism in supervising students' scientific work.

Theoretical Framework

Pedagogic and professional competence

Secretary of the National Education Standards Agency (BSNP) states that pedagogical competence is The ability of educators to understand the characteristics of learners, master the theories and principles of learning, develop curriculum and lesson plans, organize educational learning, utilize the facilities for the sake of learning,

facilitate the development of the learner, communicate effectively, be empathetic and polite to the learners, organize and utilize the results of the evaluation for the sake of the learning and do effective action to improve the quality of learning [3].

In other words, a good lecturer should hold all aspects of knowledge, values and skills that are fundamental in building the competencies and in creating a good learning atmosphere. The professional competence is defined as

The mastery of the relevant material, structure, concepts and scientific mindset that support the subject the teachers are teaching, utilizing existing facilities to improve the quality of learning in accordance with the subject areas of their teaching, mastering philosophy, methodology, technical research and the development of knowledge that is relevant and supports areas of their expertise, developing themselves and their professional performance and having commitment in the implementation of community service [3].

While the definitions of the concept of lecturer's competency development according to some experts are numerous. Alba and Sandberg [4] argue that the concept of lecturer's competence development is not clearly restricted. A basic knowledge of the profession is described as a systematic and scientific knowledge. Professional skill development has been designed through extensive programs of higher education with various forms of development.

The development of pedagogical and professional competence is the foundation of lecturer's professional practice to ensure that the knowledge sharing of the lecturers through the learning process is useful and supports students in the creation of their professional experience in the future. The support on ongoing lecturer's professional development is very central to improving the quality of higher education. Both forms of competence development are instrumental in enhancing organizational capacity of educational institutions in improving the quality of teachers.

In terms of who should be in charge of managing the development of the lecturers' competence, some studies indicate that the centralized system is likely to improve the quality of education in universities to improve the quality of the graduates. In other words, the development of lecturers' competencies is managed by the university rather than by the faculty or study program.

The forms of lecturer's competence development should be directed to the following. First, the development of theoretical and conceptual competence. This competence is linked to the fact that lecturers, in addition to having expertise in the field of scientific, broad academic insight and the depth of knowledge in their practiced discipline they also have to to master the theories, concepts and techniques of learning as well as the application in the teaching learning process in the classroom. They should acquire knowledge regarding the new approaches in teaching and learning in higher education. The willingness to master and apply the knowledge regarding learning is closely related to values, attitudes and motivations that exist within the lecturers themselves.

The real steps to realize the theoretical and conceptual competence is through (1) discussions among lecturers or peer group discussion, (2) development of a collegial model and the guidance from senior lecturers (tutorial partnership), (3) the lecturers' willingness to change the traditional paradigm of learning toward a more modern approach. Learning that holds on traditional paradigm can be seen to be more teacher-centered learning, more discipline-oriented, and more knowledge-centered; (4) using a systematic approach, (5) moving to more student-centered learning, higher order thinking skills, competence-based learning both academic and professional. The ideal learning puts more emphasis on the process, the reconstruction of knowledge, problem solving and the development of student's creativity.

Second, the competence development of learning multi-media. The rapid development of advanced technology is a new challenge for educational practitioners, including lecturers. The expert considers that the capability of lecturers to utilize multi media for learning process greatly affects the success in the teaching and learning in the college.

The development of lecturer's capabilities toward multi-media takes a few things, first, the availability of technology facilities with their equipment. This leads to the lecturers to be able to present a lecture dynamically in accordance with the times. Second, the availability of content and substances related to methods of the use of information technology to support teaching methods and curriculum implementation. To improve lecturer's competence in this matter is through the organized training on how to use the technology facilities so that they can use it in the learning process with the students.

The third form of the development of lecturer's competence is through training on the teaching methods in college. The method involves first, discussion method that is likely more effective than the lecture method, because the discussion demands mental and thinking involvement and facilitate the exchange of thoughts and opinions. The discussion also creates a more communicative interaction, explains things more obviously and is able to reveal the level of student's activity. Second, the case study method. This method is particularly relevant for courses that emphasize the application of a law to a case, for example in the law school. A case study is conducted by students under the guidance of the lecturers. Third, the tutorial method. This method assigns a few students on a particular object to discuss it with experts in the field to ensure the validity of their understanding to the object. Fourth, the team teaching method. One forms of this method is at least two lecturers teaching the same course material in the same time with different topics but complementary. Fifth, the lecture method. This method appears to be earliest and is widely used, especially for a big class with a large number of students.

The fourth form of lecturer's competence development is regarding information technology. The fast development of information technology is a new challenge for the educational practitioner. Educational experts consider that lecturers' capability to the information technology impact their success in managing learning in the college. Therefore, the teachers need to be trained in the use of various information technologies available today, ranging from computers, video conference, and the internet.

The fifth form of competence development is the competence of management/administration. The management system of the university has several differences with other institutions. The college environment has different but interrelated communities, namely students, lecturers, employers, and the staff. They are all governed by the leaders who start from the bottom to top level. This management model gives birth patterns and unique interaction style that becomes the object of study [5]. Similarly, the management model applied in a college experiences continuous changes based on the development of the college. The management at newly established colleges has many differences with management at more advanced colleges.

Sixth, curriculum competence development for lecturers that is very fundamental to print high-quality students. A good curriculum is the curriculum whose contents pay attentions to the ability of learners

and is able to encourage their creative and innovative power. This is the crucial role for the lecturer. They are the key to unlocking the development of curriculum, because they fully understand the content of their scientific discipline.

Formulation of Problem

Formulations of the problem in this research include

- How is the policy and implementation of pedagogical and professional competence development of for lecturers at faculty of teaching and eeducational sciences three private universities in the eastern region of West Java Indonesia?

- How is the monitoring and evaluation system of the program executed?

- What are the results achieved and the factors supporting and inhibiting the development of pedagogical and professional competence for lecturers at three universities?

Research Objectives

In general, this study is aimed at describing and analyzing the development management of pedagogical and professional competence for lecturers at three universities. This goal is based on the fact that from the institutional perspective, private universities in Indonesia are below the surveillance of their institutions or foundations, but academically they follow the policy or the provisions of the Ministry of Education and Culture of the Republic of Indonesia. Both parties have their own interests toward the improvement of lecturers' competencies. The research wants to analyze to want extent the match of both policies in the area of implementation in the field.

In particular, this study aims to identify and analyze policies in the preparation of development management of pedagogical and professional competence for lecturers and their implementation in the field, results that have been achieved and factors supporting and inhibiting the program execution.

Source of Data

Sources of data in this study include primary and secondary data. The primary data was gained from the Dean, the head of department and lecturers at the facultyy of education from three private university in eastern part of West Java Indonesia that is Swadaya Gunung Jati University, Muhammadiyah University and Kuningan University. The sources of secondary data were obtained from written documents relating to curriculum, facilities, and competence development policies for lecturers held by the institution.

Faculty of Education is selected because of its important position in producing a quality, excellence, and professional scholar in education to be applied in the learning process of the school settings. The University of Swadaya Gunung Jati (Unswagati) Cirebon is the biggest and oldest university in the eastern part of West Java. Lately, faculty of Education Unswagati is getting huge attention from the public with a flood of applicants enrolled in this institution. The University of Muhammadiyah Cirebon (UMC) is a private and relatively young university founded on 28 September 2000 and is managed by the Regional boards of Muhammadiyah organization Cirebon which is the branch of Muhammadiyah organization in Jakarta, the second largest social organization in Indonesia after Nahdlatul Ulama.

Kuningan University (Uniku) has the faculty of education which prepares the educational personnels in Kuningan district. Uniku is a private university that gets supports from the local government in terms of funding. It cooperates with the Department of Education, Youth and Sports Kuningan Government and partner universities in the local area to jointly facilitate the acceleration of the implementation of academic qualifications and the improvement of teachers by creating greater and quality access to the further education without interfering their duties and responsibilities in the school.

Data Collection Techniques

In-depth interviews, documentation studies, and observation were carried out to obtain the necessary data. Three Deans, three heads of the study program and nine lecturers at faculty of education from three private universities expressed policies, implementation, results and constraints in the development management of professional and pedagogical competence for lecturers. Interviews were conducted with semi- structured method where researchers bring a list of questions to ask to the respondents but do not neglect the development of a theme during the interview when an interesting theme comes up. Non-participatory observation, an observation that were carried out in which the researchers observed the behavior of the participants without making any interaction with the subject being studied [6] were conducted by observing the training and coaching conducted by the institution under study. Documentation studies to complement observation and interviews were conducted by reviewing the strategic and operational plan documents of the three faculties being studied.

Results and Discussion

The policies set out in preparing management program of lecturer pedagogical and professional competency in three colleges is based on the Indonesian Law No. 14 of 2005 on Teachers and Lecturers [1], The Law No. 20 of 2003 on National Educational System [7], Government Regulation No. 32 of 2013 on National Education Standards [8], Government Regulation No. 37 of 2009 on Lecturer [9] and Decree of Minister of National Education No. 16 of 2007 on the Standards of Teachers and Education [10]. In other words, the policy of competency development for the lecturers at the three faculties refers to the juridical aspects prevailing in Indonesia.

Actually, the competence development run by these three faculties is not only on pedagogical and professional, but also on personal and social. Pedagogical, professional, personal and social competence includes four competencies that should be possessed by a lecturer in Indonesia [9]. However, the last two competencies are not addressed in this study.

Policies regarding the development of competence held in the three faculties have been carried out on a regular basis. Each university has provided teaching and learning facility equipped with a variety of media. The university also has provided funding assistance for each faculty to develop the competency program. This is a form of motivation to the faculty in improving the lecturer's competency.

In addition, the faculty also establishes a Quality Assurance Unit (UPM). UPM is a tool that allows educators to adapt to the forces of change so that the institution has educators capable of creating maturation process of the students. Mulyasana [11] said that quality education is education that can make the process of maturation of the quality of learners developed by freeing learners from ignorance, incompetence, helplessness, dishonesty and poor morals and faith. Mulyasana continued that quality education is born from a good planning system, accompanied with the material and the system of

good governance, and delivered by educators who get support from the components of quality education.

However, a weakness which appears is that the policy implemented is less supported by research that underlies the emergence of the policy. Education policy should be supported by research and development. So that the policy is not something abstract but can be implemented in the field. Despite such a weakness, some respondents in the study said that the preparation of a strategic plan drawn up in the form of an annual work plan, and the evaluation of the study program's performance in the beginning of each semester always involves a whole range of institutions consisting of lecturers and staff. The most fundamental policy relating to the determination of the vision, mission, goals and objectives of faculty also always bases itself on the internal potential of the faculty.

In terms of the development of pedagogical and profesional competence, all faculties under study already have their own programs, among others, seminar on methods and techniques of teaching and learning, education and training related to learning management techniques, sending lecturers to attend seminars, training, workshops and carrying out researches published in national and international journals. Unfortunately, all these activities are temporary and unsustainablle, because their priority program is the enrolment of new students as many as possible. In terms of the fulfillment of professional competence required by the rules in Indonesia to hold a master degeree for the lecture the three faculties have fullfilled such a requirements.

Before preparing the lecturer's competence development programs, the three faculties use SWOT (Strength, Weaknesses, Opportunities, Threat) analysis to assess their capacity. From the aspect of strength, the presence of internal motivation of the lecturers themselves to progress and develop, and external motivation from the campus that encourages their interest as well as the presence of internal funding from the university and the facilities and infrastructure are the aspects of their strength. From the aspect of weakness, there are no special programs or program priorities made by deans and heads of the study program in the form of ongoing intensive training. Training on management of instructional techniques or the technique of using learning media was poorly performed as it is so insidental. In terms of the development of professional competence of the lecturer is also the same. The deepening and development of materials in the form of academic seminars, workshops, symposium are unsustanably conducted.

There are opportunities to develop in three faculties under study. All of them have the senior lecurers who have a broad expereince to share with other lecturers, the presence of foundation that pro-actively assist the development of the campus, the collaboration with relevant institutions, the number of prospective students that keep growing over years as well as the availability of opportunities for career development, both in academics and structural. There are several threats faced by such institutions. The rapid advancement of information and communication technology, the demands of the quality work environment, the lack of rigorous and continuing training program to support the fulfillment of three tasks of higher education institutions that is teaching, researching and community service are among other challenges faced by three institutions under study.

From the SWOT analysis and general diagnosis, each institution arranges a planning. The plan is contained in strategic plans and translated into operational plans of each faculty and study program. **Pedagogical and professional competence development programs are already underway although only refers to the plan that is prepared**

in accordance with the existing opportunity (ditanyakan.....).

In practice, the implementation of development of lecturer's pedagogical and professional competence in all three colleges is based on the plan of the university, faculty, study program, and also the initiative of the lecturers. Although there are limited funds provided by the government and or the college, the numbers of lecturers who take part in competencee development activities are numerous. This happens on all three universities studied. The supporting factor is that the lecturers have high maotivation to participate in various professional development activities, such as taking further studies to master and PhD both at home country and abroad and following other educational programs.

In terms of professional competency development, the institutions make the coperation with other institutions. One faculty under study has developed alliances with Indonesian Language Bureau West Java province in the form of Indonesian language competency test. Therefore, according to resependonts all lecturers have the proper use of Indonesian language both in academic writing and oral. Another form of cooperation was held with a non-profit organization Regional English Language Office (RELO) American Embassy. The RELO sends lecturers to one of the faculty to conduct English language training program for one month. The improvement of academic quality that include continuing their education to a higher degree and other academic activities such as workshops, independent learning activities, in order to support the implementation three tasks of higher educations are parts of profesional competence development.

The form of pedagogical competence development is conducted through training either in the form of the implementation of the technical management of learning and skills in electing learning methids in accordance with the necessities. **(Sebaiknya ditambahkan....).**

All three universities have relatively similar evaluation model of lecturer competence development programs. The faculty monitors the progress of the lecturers who continue their study to master or PhD. The heads of study program make a report to the faculty on the activities and results achieved by the lecturer in the program. The evaluation should be able to measure, evaluate and provide feedback on the development of lecturers' competence in the educational institutions and do a follow-up by performing the improvement of programs. The follow-up of the evaluation is in the form of workshops, corrective action, and preventive **(apa maksudnya)**.

Unfortunately, based on the findings in the field the evaluation conducted to measure the improvement of lecturer's competence exis in the absence of standardized measurement tools. Consequently, it is difficult to make a judgment whether the lecturers have really improved their pedagogical and professional competence.

According to the participants **(yang mana?),** the possitive results of the program are shown in the following. Among them are the increasing number of lecturers who have got the certification, second the number of books published, the improvement of teaching methods and the ability of the lecturers in using multi-media technology. According to the respondents, the lecturers in their faculties are actively involved in scientific forums presenting scientific papers in the seminar both national and international. They are also more active in conducting researches in their areas of studies like classroom action research (CAR) and research on education and teaching.

From the student side, the results of pedagogical and professional development are demonstrated by the increasing value of the

cumulative achievement index (GPA) of students, number of graduates employed by educational institutions both private and public (**mohon dielaborasi**).

Factors supporting the development of pedagogical and professional competence include: the existing support both from internal and external campus, cooperation among educational institutions, infrastructure development, like the availability of technology facilities and equipment as a means of information media for lecturers, so that the lecturers are encouraged to actively write scientific papers published through national and international journals. In addition, the main aspect supporting competence development of lecturer is the policy, program and funding opportunities, the presence of institutions related to the programs, the agency like universities, government agencies, private institutions, industries, companies, and public institutions. Another important supporting factor is the ability, motivation and effort from the lecturers themselves to learn and improve their competence. The lecturer from the three universities in general has the ability, spirit and good motivation to improve their competence.

Some inhibiting factors identified in the researchs include the absence of specific policies on the development of pedagogical and professional competence for the lecturers imposed by the ministry of education Indonesian Republic. The implementation of policies and programs, especially from the Ministry sometimes are not optimal due to constraints in the translation, communications, bureaucracy, administration, weakness in the execution, as well as the readiness of the lecturers in following all procedures. Another inhibiting factor is that all faculties have not made or organized special programs or program priorities for the development of pedagogical and profesional competence in an intensive and professional way. These barriers happen due to the fact that as private educational institutions their focus is on the number of students enrolled in the campus due to the pursue of financial advantage.

In addition, the lecturers' teaching workload in the institution is numerous. At one faculty under study, in one semester a lecturer can teach twenty classes. If the average class is two credits he/she should handle forty credits that are equal to forty hours per week or eight hours per day. Whereas the provisions of the Ministry of Education and Culture state that a maximum credit for a lecturer is twelve. This certainly causes them loss of energy and thoughts for teaching and has a very less time to do research, community service and training activities to support their competence.

Conclusion

Some policy development on pedagogical and professional competence for lecturers in the three faculties seems to have a well-performance even in some ways still need some improvements. The policy still needs the support from the research conducted as the basis for imposing and making the policy. The faculties and study programs seemingly needs to make a cooperation with other institutions to exchange the policy programs they have conducted.

Based on the SWOT analysis, there are weaknesses in three faculties as they they do not yet have a specific and priority program for the development of pedagogical and professional competence. The program

conducted has been incidental in nature and seems unsustainable. The indicator of the increase in the lecturers' professionalism has not been yet defined. Therefore, the leaders in the faculties as the policy implementers should pay attention to, create and organize special and priority programs related to the development of sustainable intensive pedagogical and professional competence in order to improve the quality of education and teaching in higher education institutions.

Lecturers competency development programs through trainings based on the findings of this research are incidental and unsustainable and are not very likely to produce the quality and productivity of the organization as a whole. Therefore, university leaders should design training programs related to sustainable intensive pedagogical and professional competence to increase knowledge, skills, and attitudes of educators.

The weaknesses found the evaluation standard of pedagogical and professional competence for the lecturers is the lack of standardized measurement tool to assess the normative development of lecturer's performance. Thus, university leaders should immediately provide a standardized measurement tools that can make it easier to determine whether the lecturer has implemented performance in accordance with their competence.

With the development management, the university leaders should simultaneously implement competency development and sustainable planning of the activities and carried out effectively and efficiently so that teachers can improve their pedagogical and professional competence. In implementing the competence the educators should be guided by the professionalism so that they can foster and develop a healthy and polite academic atmosphere in accordance with the values and norms of academic, giving benefit to themselves, community, nation, and state and can be example for students.

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