Increasing the quality of education through lecturer performance development at an Islamic higher education institution

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ABSTRACT

The research aims to identify lecturer performance problems in implementing Tri Dharma Perguruan Tinggi at Institut Agama Islam (IAI) As'adiyah Sengkang. It is hoped that the results of the study can be used as a basis for evaluation for policymakers and stakeholders to improve lecturer performance in implementing the Tri Dharma Perguruan Tinggi. This research employs a qualitative method with a normative analytical descriptive approach, utilizing both primary and secondary data sources. Primary data is gathered through interviews and observations of informants, while secondary data is obtained through document analysis. The data is analyzed utilizing three procedures: data reduction, data display, and conclusion drawing, with an emphasis on testing data validity through criteria like credibility, maintainability, confirmation, and transferability. The study indicates that lecturer performance at the Institut Agama Islam As'adiyah Sengkang is suboptimal due to the insufficient availability of research funds.

Keywords: Quality of education; lecturer performance

1. INTRODUCTION

Higher education has three main tasks formulated or called Tridharma Perguruan Tinggi: education, research, and community service. Higher education is an educational institution that carries out education at the higher education level, namely the level of education after secondary education. In carrying out these tri-dharma tasks, tertiary institutions are required to compete in the era of global competition by improving the quality of education. Improving the quality of education can be seen in tertiary institutions' ability to produce graduates with in-depth knowledge, broad insights, superior life skills, and a professional attitude. On the other hand, quality tertiary

institutions are also seen from research and community service products that are superior and modern and make a major contribution to the broader community and the development of science. Implementing quality tertiary education significantly correlates with increasing overall human resource competence which ultimately forms high national competence in global competition.

The lecturer is one of the main factors that determine the quality of education. Lecturers are at the forefront of creating quality human resources. Lecturers deal directly with students in class and outside the classroom through the learning process. Lecturer competence determines the quality of implementation of Tri dharma of Higher Education as shown in the professional activities of lecturers. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art needed in educational practice, research, and community service .

Institut Agama Islam (IAI) As'adiyah Sengkang, together with other tertiary institutions, has the duty and responsibility to improve the quality of Indonesian human resources by producing graduates who have faith and piety to God Almighty, personalities with noble character, and knowledge. and professional skills. The challenges faced by Institut Agama Islam (IAI) As'adiyah Sengkang relate to the performance of lecturers in carrying out the tri dharma of higher education, especially in the research aspect. However, it is acknowledged that these deficiencies do not stand alone. The deficiency is related to policies and other programs. From the description above, the problems in this study can be formulated as follows: how to improve the quality of education by fostering the performance of lecturers at Institut Agama Islam (IAI) As'adiyah Sengkang.

2. METHODS

This research is field research that is classified as qualitative descriptive research. Kirk and Miller in Lexy J. Moleong define qualitative research as research that depends on human mentality as a key research instrument.[1] Qualitative research methods are often referred to as naturalistic research methods because the research is carried out in natural conditions (natural setting).[2] So that the results of the study will describe situations and events that are in accordance with the circumstances under study.

This research was conducted at Institut Agama Islam (IAI) As'adiyah Sengkang, located in Wajo Regency. The research employs a dual approach, consisting of a scientific approach encompassing pedagogical, sociological, and formal juridical aspects, as well as a methodological approach. The methodological approach applied in this study is phenomenological, which seeks to comprehensively understand observable and scientifically assessable phenomena, symptoms, events, or conditions.

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[1]Lexy J. Moleong, Qualitative Writing Methodology, revised edition (Cet. XXXI; Bandung: PT Remaja Rosdakarya, 2013), p. 4

[2]Sugiyono, Quantitative, Qualitative Writing Methods and R&D (Cet. XX; Bandung:Alfabeta, 2014) h. 14

The research utilizes both primary and secondary data sources. Primary data were gathered from informants through interviews and direct observations conducted by the researchers themselves. In contrast, secondary data comprises information derived from document studies, not directly obtained from informants.

Qualitative research employs three main data collection methods: interviews, observation, and documentation studies. Interviews were conducted with informants closely related to lecturer performance development at Institut Agama Islam (IAI) As'adiyah Sengkang in Wajo Regency. These informants were selected based on their expertise, involvement, and accessibility to the researcher, and the interviews were in-depth to gather accurate and valuable data on the study's focus. In this qualitative study, the primary data collection tools used include:

a. Human Instrument: The researcher plays a central role in qualitative research by defining the research focus, setting source criteria, collecting, selecting, analyzing, interpreting, presenting, and drawing conclusions from the data related to student religious moderation. The researcher's commitment and objectivity in following scientific principles are crucial for data credibility.

b. Interview Guidelines: These tools assist in conducting structured interviews with informants.

c. Recording Device: A smartphone voice recorder application was used to capture interview responses accurately, reducing the risk of errors in remembering, recording, and describing interview results.

d. Observation Guide: Observation guidelines aided in systematically collecting data relevant to the research subject.

e. Documentation Format: Documentation studies involved tracing various documents related to the research's object and subject matter, enhancing the data's objectivity.

These data collection methods and tools were instrumental in gathering comprehensive and reliable data for the research. Data analysis is a pivotal stage in research, as it shapes the research findings. Analysis involves breaking down data into manageable components, allowing for the creation of a descriptive account that aligns with the observed facts in the field. This process encompasses three key stages: data reduction, data presentation, and conclusion drawing. The validation of qualitative research data involves conducting tests for credibility, dependability, confirmability, and transferability. These tests serve as a means to oversee research implementation according to established criteria and procedures, ensuring the objective accountability of research data.

3. RESULTS AND DISCUSSION

a. Education Quality

Education plays a very important role in the quality improvement process. Improving the quality of human resources is a process that cannot be separated from the process of improving the quality of education.[3]. Education is an effort to help the development of learners (students or students), as a whole (thorough). Complete development includes affective aspects (religious spirituality, self-control, personality, noble character), cognitive aspects (intelligence), and skills, both for their lives as individuals (students themselves), as citizens and as employees (society, nation and country).

This customer-focused quality by Besterfield and friends is referred to as Customer-Driven Quality. Quality is judged by customers. All product and service characteristics that support value to customers and lead to customer satisfaction, are the main concern and goal of an organization's management system. Customer value and satisfaction are influenced by customer experience in purchasing, ownership and services received, as well as organizational relationships with customers that foster trust, confidence and loyalty. Thus, the educational goals will not be achieved optimally without good management or management.

Cascio in Hadari Nawawi revealed that the factors that are influenced by quality and performance are: 1) HR participation, 2) career development, 3) communication, occupational health and safety, 4) conflict resolution, 5) good incentives, and 6) pride. Suprihanto stated that aspects that can be used to assess work performance or achievements include: 1) work ability, 2) craftsmanship, 3) discipline, 4) work relations, 5) initiative, 6) leadership or special matters in accordance with field and level of work held.[4]

In the field of education, quality relates to educational programs and outcomes that meet expectations according to the level and development of society and the world of work. Lecturers try to provide learning services that give satisfaction to their students. In the concept of education service quality, service quality is measured by customer or student satisfaction. Quality education or learning services are those that meet the needs and provide satisfaction to students as education customers.

b. Lecturer Performance

Performance is an activity carried out by each individual in relation to achieving the planned goals. In this regard, there are several definitions of performance. Smith in (Mulyasa, 2005: 136) states that performance is "…..output drives from processes, human or otherwise". Performance is the result or output of a process. Mulyasa further said that performance can be interpreted as work achievement, work implementation, work

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[3]Goetsch L. David and Davis B. Stanley. (2006). *Quality Management: Introduction to Total Quality Management for Production, Processing and Service.* New Jersey: Pearson Education. Inc.

[4]Nawawi, H. (2000). *Strategic Management, Government Sector Non-Profit Organization.* Yogyakarta: UGM

achievement, work results or work performance. Performance is a universal concept which is the operational effectiveness of an organization, parts of the organization, and its employees based on predetermined standards and criteria. Because organizations are basically run by humans, actual performance is human behavior in carrying out its role in an organization to meet predetermined standards of behavior in order to produce the desired actions and results.

According to Prawirasentono "Performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in the context of efforts to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals or ethics" .[5] Dessler (1997: 513) states that the notion of performance is almost the same as work performance, namely the comparison between actual work results and established work standards. In this case performance focuses more on work results.

Performance in the opinion of Viethzal Rivai (2005: 14) performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or goals or criteria that have been determined in advance and have been mutually agreed upon. Performance refers to a formal and structured system with work, behavior and results, including the level of employee attendance.

According to Henry Simamora (2006: 338) the definition of performance is. "Performance appraisal is a process used by organizations to evaluate the performance of individual employees' work. In performance appraisal, employees' contributions to the organization are assessed over a certain period of time.

While the definition of performance according to Veithzal Rivai. "Performance appraisal is the result of work that can be achieved by a person or group of people in a company or organization in accordance with their respective authorities and responsibilities in an effort to achieve company goals legally, not violating the law and contrary to ethics".[6]

Robbins stated that performance is a measure of what is done and what is not done by employees[7]. According to Mangkunegara (2001) work performance comes from the word job performance or actual performance, namely the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him[8].

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[5]Prawirosentono, Suyadi (2008). Human Resource Management "Employee Performance Policy", Yogyakarta: BPFE UGM. h. 2

[6]Rivai, Veithzl, Masri Mohd et al. (2008). Performance Appraisal Appropriate system for assessing employee performance and Improving Company Competitiveness. Second Edition. Jakarta: Rajawali Press. H. 16

[7]Robbins, Stephen P: Organizational Behavior (Concepts, Controversies, Applications). Volume 2. Jakarta: PT. Prehallindo; 2001.

[8]Magkunegara, A. A. Anwar Prabu: Company Resource Management. Bandung: PT Juvenile Rosdakarya; 2011.

Ruky (2006: 14) reveals that the term performance is actually a translation of the English word, namely performance. According to Ruky (2006:14), the New Webster Dictionary provides three meanings for the word performance, namely:

a. Is "achievement" used in contexts or sentences such as "a very fast car" or a high-performance car.

b. Is "show" which is usually used in the sentence "folk dance performance" or performances of folk dances.

c. Is "implementation of duties", for example in the sentence in performing his/her duties. In line with the third definition.

From the several opinions mentioned above, it can be stated that lecturer performance is the work achieved by lecturers within a certain period of time in accordance with their authority and responsibilities as academic functional staff. The success of an individual performance is influenced by many factors, both internal (from within) and external (from outside). Natapriatna (2001: 16) cites Lower's opinion which provides an overview of the five factors that influence individual performance as follows: (1) self-esteem. (*self-esteem*), (2) past experience (*past experience*), (3) the actual situation (*actual situation*), (4) individual personality (*personality*), (5) relationships with others (*communications from other*).

Based on this definition, lecturer performance can be influenced by five factors which can be explained as follows:

a. Self worth. (*self-esteem*), is often a motivation for lecturers to achieve success in the study program they serve. Lecturers will feel their self-esteem drops when they do not have spectacular achievements while serving a particular study program.

b. Past experience is often used as a benchmark for a lecturer in carrying out his duties. The experience is in the form of experience when he is led by the head of another study program, as well as experience when he leads a study program or experience when he leads another organization.

c. Actual situation (actual situation). Conditions in a study program often affect the policies and performance of lecturers. Where lecturers have to adapt to the conditions that occurred at that time.

d. Individual personality (personality), often the lecturer's performance is influenced by his personality factor. Rarely are they able to break away from the character and nature that is in them.

e. Relations with others (communications from other). Communication between campus residents often influences lecturer performance. Given that the performance of lecturers is very dependent on the performance of other lecturers and employees as well as existing stake holders. Lecturers who are able to establish good

communication with campus residents will achieve success in their performance and vice versa.

Lecturer performance is one of the determining factors for the success of the teaching and learning process in tertiary institutions. Prawirosentono stated that there is a close relationship between individual performance and company performance. This statement shows that if the performance of lecturers is good, then the performance of tertiary institutions will also be good.

c. Lecturer Performance Development

Lecturer development activities through education and training are one of the aspects developed by the Institut Agama Islam As'adiyah Sengkang (IAI). In accordance with institutional policy, it provides opportunities for all lecturers and staff to take part in and conduct education and training activities in order to improve personal performance abilities. Education and training objectives include; to increase knowledge and skills as well as insight in order to be able to work more effectively and efficiently[9].

The aims of education and training activities include: to improve the quality of lecturer performance, especially for young lecturers who have recently served at the Institut Agama Islam As'adiyah Sengkang of Religion (IAI). This emphasis is placed on young lecturers as provision and adjustment between the curriculum and the implementation of lectures. Therefore, for the young lecturer at the Islamic Religious Institute (IAI) As'adiyah Sengkang this activity is an obligation. Education and training includes human resource development activities which priority is given to lecturers, especially education and training activities related to teaching and learning process skills. Other education and training developed and attended by lecturers at the As'adiyah Sengkang Islamic Religion Institute (IAI), include: workshops related to teaching subjects, skills and computers. This kind of education and training is important considering the duties and functions of lecturers in relation to the fields of research, service, and writing of scientific works, handbooks, handouts, and other writing activities that require supporting skills such as computer skills and others.[10].

Education and training is a lecturer coaching policy developed with a specific purpose. Education and training for a lecturer is important to improve performance, so that it will be more effective and efficient in the learning process. Education and training are carried out based on careful consideration and planning, adjusted to the needs. The importance of lecturer education and training is carried out, especially in supporting the realization of improving the quality of lecturer performance. Education and training are held at the Institut Agama Islam As'adiyah Sengkang (IAI) and at other institutions, both at tertiary institutions and in related departments.

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[9]Interview, Chancellor of the As'adiyah Sengkang Islamic Institute

[10]Interview, Secretary of the As'adiyah Sengkang Islamic Institute of Religion

Internal education and training that has been successfully held at the Institut Agama Islam As'adiyah Sengkang (IAI), includes: Education on the teaching and learning process, making Lecture Program Units and mastering English. All lecturers are included and carried out during holidays[11].

Educational activities were responded well by lecturers because they felt the benefits and uses were very large. From the results of interviews with the lecturers, they suggested that internal education and training could be intensified because they were seen as practical activities that could be directly utilized. Some materials that are very much needed by lecturers such as research activities and community service activities are activities that are very much needed to add and improve the insights of lecturers. What is more important according to the lecturers, education and training can discuss matters or phenomena that are more actual in learning activities, which involve lectures in the classroom or in the laboratory.[12]

Besides that, the policy of the Chancellor of the Islamic Religious Institute (IAI) As'adiyah Sengkang to encourage lecturers to carry out research is the lecturer research program involving students when carrying out the Real Work Lecture (KKN). The supervising lecturers are required to conduct research at the location of the Field Work Lecture (KKN) together with the students they mentor, this is done in the context of cost efficiency.

CONCLUSION

Higher Education is required to be able to compete in the era of global competition through improving the quality of education. Improving the quality of education can be seen in the ability of tertiary institutions to produce graduates who have in-depth knowledge, broad insights, superior life skills, and a professional attitude. On the other hand, a quality tertiary institution is also seen from the research and community service products that are superior, and modern and make a major contribution to the wider community and the development of science. The implementation of quality tertiary education is significantly correlated with an increase in overall human resource competence. which ultimately forms high national competence in global competition.

Lecturer performance is one of the determining factors for the success of the teaching and learning process in tertiary institutions. There is a close relationship between individual performance and company performance. This statement shows that if the performance of lecturers is good, then the performance of tertiary institutions will also be good. To realize good lecturer performance, developing planned and sustainable lecturer performance is necessary.

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[11]Interview with the head of the PAI study program at the As'adiyah Islamic Institute of Sengkang

[12]Interview with a lecturer at the As'adiyah Sengkang Islamic Institute of Religion

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