

Reformulation of Competency Development of Lecturers of State Islamic Religious Universities in Indonesia After Covid-19

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1 Reformulation of Competency Development of Lecturers of State Islamic Religious Universities in Indonesia After Covid-19

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Abstract: The study of the competency of lecturers in Indonesia cannot be separated from the study of state intervention in education. State hegemony occurs in the form of formalization of regulations governing the improvement of capabilities and competences of lecturers. Research shows that the presence of Law No. 14 of 2005 and Government Regulation No. 37 of 2009 has been used as an implementation juridical foothold to encourage the increase of qualifications and competences of lecturers at State Islamic Religious Colleges (PTKIN) in Indonesia in general, and in UIN Ar-Raniry and UIN Bandung specifically. A qualitative-quantitative combination research design was applied in this research with data set approaches through documentation studies, observations, in-depth interviews, and questionnaires. This research establishes that the development of lecturer competence in PTKIN is in line with and not contradictory to the national education system and strengthens the content of Law No. 14 of 2005 and Government Regulation No. 37 of 2009. The qualifications and competences of lecturers at PTKIN have improved, but there is still a treat of implementation of regulations that have not been maximally felt by the lecturers. Upgrading the qualifications and competences of lecturers well and maximally, substantially affects PTKIN lecturers in improving the performance, professionalism and quality of academic benefits for students. These logical consequences have a positive impact on the transformation of education in the PTKIN environment after COVID-19, where learning processes and academic services can run online based on information technology.

Keywords: Education policy, lecturer competency, Covid-19, educational license

1. Introduction

The enactment of the law on lecturers has been running for almost two decades since 2005 but still leaves a number of issues about the quality and professionalism of lecturers in Indonesia, especially at State Islamic Religious Colleges (PTKIN). The vital issue in improving the quality of lecturers lies in the implementation of laws that do not work as they should. The reality of the struggle of implementing the policy is clarified and supported by various studies of policy implementation that have been conducted (Nakamura, 1987; Lypski, 1980; and Hjern, 1981). On the issue of education policy, Mintrop (1999: 274) found overlapping regulatory inconsistencies in three model factors

1 between the institutional frame of reference, the frame of reference of the self (lecturer), and the frame of reference of learners (students) as a point of view in studying education policy.

The logical consequences of regulatory inconsistencies and implementation are nevertheless the cause of the low quality of Indonesian lecturers' resources. One of the indicators that shows the human resources of lecturers in Public College (PTU) and PTKIN is still low is the availability of lecturers who have high academic qualifications (PhD) is still low. Lecturers with doctoral positions in Indonesia are even indifferent to Malaysia, especially when compared to China which already has 500 thousand more doctors. Data from the Ministry of Religious Affairs currently displays the number of PTKI lecturers has reached 32,271 men with a spread of 12,049 individuals at the State Islamic Religious Colleges (PTKIN) and 19,212 at the Private Islamic Religious Colleges (PTKIS). Of these, there are only 1,803 (15.5%) PTKIN lecturers who are doctoral educated (Ph.D.), while the master-educated are as many as 9,012 people. In PTKIS, only 1,173 (5.8%) qualified lecturers have a Doctor of Philosophy (S-3), and 12,509 (65.1%) qualified lecturers have a master's degree (Mistahul Rohman, 2016: 66).

The existence of qualified and professional lecturer resources in universities is needed because universities are institutions that play a significant role in the improvement of the nation. Universities create academics who organize the life of the community towards a better direction. A developed nation is a nation that allows qualified human resources, so it is effective to provide creation to science, technology and art. The skill to produce creation, discover and develop these three elements, can solely be carried in universities (Syahrizal, 2014; Go et al., 2020). Hence, the function of universities is truly strategic in improving competitiveness, where the focus of competition today, according to Partowidagdo, W. (2014: 318), is human resources competition from cooperative preference to competitive advantage. Many countries are currently able to grow and develop swiftly because they are based on strong, planned and directed human resource development, even though these countries only have limited natural resources.

The existence of higher education as part of the educational institution is the second most important socialization for children, where their attitudes and behaviors can be formed through education, and education is also a way out for all difficulties and problems in life (Abubakar, A., 2014). Thus, the function of higher education is greatly strategic in strengthening competitiveness, both the competitiveness of human resources and the competitiveness of the society. Higher education is recommended to regularly produce advances to improve education that is more advanced and of higher quality in accordance with the demands of the comprehensive environment which is consistently changing swiftly. In reality, the condition of national higher education is currently very concerning, specifically when we compare it with the quality of higher education in the neighbouring countries. Conforming to the results of the Times Higher Education research in 2017, the level of Indonesian universities in Asia is still below Pakistan and is equal to Bangladesh. There are no universities from Indonesia which are included in the rank of the 100 best universities in Asia (<https://www.timeshighereducation.com/world-university-rankings/2017>).

In terms of quantity, the number of active tertiary institutions throughout the country is currently around 4,312 while the total population of Indonesia is 250 million. When compared to China, with a population of more than 1.4 billion, it only has around 2,800 universities, and of these there are 69 universities that are joined in the 200 best Asian universities. Data on the list of the 100 best Asian universities is according to Times Higher Education in 2017. Of the 4,312 universities in the country, some are Islamic Religious Universities (PTKI). The quality of PTKI is again of great concern when related to the quality of public universities. Of the 100 best tertiary institutions in Indonesia, only eight PTKIN are on the list and even then at the bottom, i.e., Syarif Hidayatullah State Islamic University Jakarta (43), Maulana Malik Ibrahim State Islamic University Malang (46), Sultan Syarif Kasim Riau Islamic University (48), Sunan Gunung Djati State Islamic University Bandung (50), Walisongo State Islamic University Semarang (61), Yogyakarta Sunan Kalijaga University (66), Alauddin Makassar State Islamic University (68), and Sunan Ampel State Islamic University Surabaya (70). (<https://sevima.com/universitas-terbaik-di-indonesia-versi-webometrics-2019>).

Another issue encountered by PTKIN is that the dispute of lecturer qualification as the spearhead of higher education is still not encouraging. In fact, the government policy to develop the quality and competence of lecturers has been indicated for practically two decades since 2005 with the passing of Law No. 14 of 2005 on Teachers and Lecturers (State Secretariat of the Republic of

1 Indonesia, 2005). However, the quality and competency of lecturers in the PTKIN environment are even below PTU. The main issue in upgrading the quality of lecturers lies in the implementation of laws that are not functioning as they should. The intricacy of the issues encountered by PTKIN in Indonesia still exists in State Islamic University Ar-Raniry and State Islamic University Sunan Gunung Djati Bandung. This can be detected through three indicators: 1) The academic qualifications of lecturers with doctoral degrees and professors are low; 2) There are nevertheless many lecturers who have not passed certification; and 3) the publication of lecturers' scientific works in national and international journals is greatly limited. To challenge this reality, the two PTKINs must reconstruct their university's improvement based on the requirements of Law No. 14 of 2005 in the plan to produce high quality and capable lecturers.

Looking at this issue, this research is based on three hypotheses that are the focus of the research. First, the formulation of Law No. 14 of 2005 does not rely on the current objective developments in the world of higher education (laws are irrelevant and not conceptual), so efforts to upgrade the quality of lecturers face obstacles. Second, the implementation and message of Law No. 14 of 2005 has cultural and structural restraints so that it is not obvious to the lecturers as the party is governed by law and does not affect tertiary governance, specifically so that the mission of strengthening lecturer competency is difficult to achieve. Third, PTKIN does not have a quality education model to provide to prospective lecturers who have high competence, so that the competence and capability of lecturers who are lesser experts face their own obstacles in realizing the post-Covid 19 academic services. These three assumptions are the basis for discussion in this research systematically and comprehensively.

2. Literature review

2.1. Regulations and Competences of PTKIN Lecturers

The evolution of the quality and competence of lecturers through the implementation of Law No. 14 of 2005, cannot be divorced from the education policies and politics driven by the government. Education and politics are two crucial components in the socio-political system in every country, both developed and developing communities (Baker, David P., 2014). Upgrading the institutional and teaching aspects is not yet wholly resolved. Inconsistency in national education policies is a basic problem that has not been thoroughly resolved. The impact can be looked at from the disharmony of education and politics in post-reform Indonesia. As a result, there is complexity among education stakeholders in determining the education reform agenda. This is still provoked by the interference of political stakeholders to interfere in national education. The wild effect of disharmony causes Islamic education institutions to be "forced" to accept plans of discriminatory treatment. The reform era continues until now and yet the disharmony of education policies is very prominent. This could cause the development of quality educational institutions in Indonesia, specifically Islamic educational institutions, to be hindered (Fazlurrahman, 2019).

The engagement of the government is essentially to play a role in participating and producing development matters that are presented to the public policy which is then implemented by the government (Mundy, K., et.al., 2017). Countries regularly intervene in the national education system through the regulations they produce (Sterkens, C., & Yusuf, M., 2015). To reach an interpretation of government policies in relation to advancing the quality and professionalism of lecturers through regulations, three things are required, namely regulations and educational policies, professional education, and lecturer competence. These three domains form the basis to understanding the relationship between the State and the politics of education that is conducted to amend the education system in order to advance the quality of higher education.

There is an urgent need for immediate improvement in the development and quality of education at PTKIN. The first step that must be taken is to re-map the orientation of PTKIN based on and focused on solving the vision and mission, implementing science integration, and concentrating on

1 management based on the Core Values System (Mardia, 2011). Through this consistency of orientation, efforts to achieve and improve the quality of PTKIN will be achieved properly and continuously. According to William Yat Wai Lo (2011: 210-222), quality is a soft power that will determine the existence and progress of higher education. Furthermore, as stated by M. Rosul Asnawi (2005), quality improvement can basically be done with a strategy to change one of the subsystems: human, structure, technology, and organizational processes, which include: (1) students being educated; (2) lecturers as educators and lecturers; and (3) facilities and infrastructure.

Lecturers as teachers and educators must have high qualifications and competences in order to perform their professional duties perfectly and professionally. With competent and qualified lecturers, it will help the delivery of science and technology so that what is conveyed to students can be admitted and established, agreeing to the students' abilities with the study of their favoured field of science (Findlow, S., 2012). This is in line with Rebell and Molly's (2014) thinking that competent and professional educators or lecturers will be able to carry out learning tasks effectively and meet standards; both of which are key elements to be able to improve the learning outcomes of students and upgrade the quality in order to achieve the higher education goals.

Policies for lecturers' qualifications and competences are actually drafted to reach educational needs. However, as explained (Cohen, 2007), policies and practices create a dilemma between policies and the weak ability of individuals where policies aim to solve issues, while policy realization in practice rests on the ability to support the implementation and objectives. Therefore, in order to prove the gap between competence and needs can be reduced, a lecturer capacity developing program is required. In addition, professional lecturer competence was translated by Tichá and Hospesova (2013) as a series of qualifications, abilities and characters needed for professional success where competence is the ability to respond as necessary, to respond to situations and stimuli during teaching, and mastery to boost the quality of students.

Enhancing the qualifications and competence of lecturers is the initiative of the enlightenment of science and civilization in higher education, thus it is appropriate that this issue gets the government's main attention by interfering in the regulations and policies. This is in line with the results of Mujiburrahman's (2019) study which found that studies on the competence of religious teachers in Indonesia in general and in Aceh in particular, cannot be split from studies on state intervention in education. State hegemony exists in the form of formalization of regulations governing the improvement of teacher qualifications and competences. Research indicates that the existence of Law No. 14 of 2005 and Government Regulation No. 74 of 2008 has been adopted as an implementative juridical as a basis to develop an increase in the qualifications and competence of religious teachers in Aceh, so that Islamic religious education experiences a complete transformation in the order of national and state life.

Furthermore, Prijambodo (2013) explained that the professional development of professional personnel first requires to be viewed from a normative perspective. Normatively, Law No. 14 of 2005 concerning teachers and lecturers encourages teachers and lecturers to enhance the quality of their competencies to enhance the quality of their services to students. Second, it is regarded from the structural dimension which connects to the preparedness of the government, institutional structures, systems, and processes as the base that issue policies in education (Cooper, B. S., Fusarelli, L. D., & Randall, E. V., 2004; Jarernsripornkul, S., & Pandey, I. M., 2018). Third, the constituent dimension, specifically the existence of the Educational Personnel Educational Institution (LPTK), teachers and lecturers. Fourth, the technical dimension includes planning, practice, implementation, and evaluation. However, there will be problems if there are inconsistencies in regulations as an inequality of policy formulation between education policy and education in the constitution (The Harvard Law Review Association, 2005). More deeply on the issue of education policy, Mintrop (1999) found regulatory

1 inconsistencies that overlapped in three factor models between institutional reference frames, self-reference frames, and student reference frames as a point of view in observing educational policy.

To produce professional lecturers in higher education institutions, it is not wrong if the theory of teacher professional development can be applied as a reference. This rationale has a logical thinking foundation where the professional work of teachers and lecturers has basically the same substance and technicality, namely carrying out learning activities properly and professionally. Tri Nur Wahyudi (2016) described the format of teacher professional development in three parts, namely (1) intensive development, (2) cooperative development, and (3) self-directed development. On the other hand, the existence and substance of lecturer professional education carried out in tertiary institutions must be able to foster and enhance the competence of lecturers. The necessary competence that teachers and lecturers must understand and acquire is pedagogical competence; indeed, this competence is the main asset responsible for entering the profession as a teacher and lecturer.

In addition to pedagogical competence, according to Symonds (1947), personality competence is still a measurement to determine readiness as an educator. There are six personality factors that qualifies one as a good teacher or lecturer, which includes (1) enjoy teaching; (2) have security and honour and courage; (3) are able to identify themselves, have social sensitivity, and understand conflicts and interests; (4) are emotionally stable; (5) are free from anxiety; and (6) are not selfish and able to provide for the needs of students. In addition to personality, an educator requires social competencies that are useful for understanding social dynamics in the classroom. Gehlbach (2010) explained that the social competence of educators involves understanding social psychology including social cognition, influence and persuasion as well as interpersonal relationships which are expected to result in improved pedagogy, increased motivation and increase in students' understanding. In addition, a lecturer must have professional competence as based on the study by Dreher and Kutze (2015) relating to various role representations in studying.

The fulfillment of the improvement in the quality and competence of lecturers at PTKIN as described above, requires to be supported by a good higher education management system. According to Maryadi Syarif (2013), there are four models of governance of educational institutions that are extensively practiced today, namely (1) Patron Model, (2) Symbolic Patron Model, (3) Semi Patron Model, and (4) Full Patron Model. Of the four higher education institutional models, the Full Patron Model is ideal and should be considered as an alternative institutional management model for institutional PTKIN that can improve the quality of higher education. There are four dimensions that can be carried out as an effort to strengthen higher education institutions, namely conducting an assessment of the external environment of higher education (the external environment), boosting the motivation for higher education (institutional motivation), strengthening the capacity of higher education (institutional capacity), and developing the performance of higher education (institutional performance).

2.2. Covid-19 and Higher Education Translation

The corona virus pandemic (Covid 19) cannot be underestimated. According to Al-Mohaissen (2017), the spread of infection, including in the learning environment, can be dangerous. Thus, strategies such as educational translation are the most efficient forms to anticipate the spread of the virus and force transmission among students (Viner, et al., 2020). Students who have been studying and getting educated in school institutions must be sent home for the sake of safety and health. This happened during the corona virus pandemic, when many schools and universities were closed in several countries (Bakker, 2020). Something similar had happened before. During the SARS pandemic, the practice of social distancing was carried out by closing schools and universities (Viner, et al., 2020). Classes were discontinued and the school's organizational structure was changed. From playgrounds to

1 activities in the form of gatherings that require face-to-face meetings were eliminated. One of the forms of postponement was implemented in Taiwan, where the country ordered class suspension and eliminated all sets of education in schools (Viner, et al., 2020).

Educational translation, then, becomes the only way to manage with the education crisis. Prauzner (2017) stated that at least the form of translation includes several elements, namely innovation, communication channels, time, and social systems that can generate the adoption of education. This form of education transfer also includes the process of transforming a number of existing elements, especially in the form of ideas, objects, technology, and information (Akcan, 2018; Suarez, 2016). One construct of technology and information transformation processes was widely implemented during the translational period of education. Setiawan (2020) in his article, observed this construct of translation through the WhatsApp system, which is an intermediary medium for education. In addition, distance learning provider platforms are also widely used as an approach to teaching education. According to him, distance learning using a platform that runs on internet access is easier for students and teachers, and students and lecturers in all forms of time and place constraints (Giantara, 2020; Rahiem, 2021).

Based on what was stated above, Baker (2020) observed the translational form of education through distance learning. However, he saw a lot of negative effects on the translational form of education that occurred. By implementing distance learning, the challenges for parents at home were very high. In addition, digital inequality and divide increased. Software and internet access, too, crashed. Thus, Baker (2020) and Pramono et al. (2021) saw`s that technology adoption in educational translation is a less profitable form of pedagogy, one of which is because of the form of distance learning which is a "space separating the body". Space has changed, where the house is not just a "home". Even the boundaries of space then become increasingly abstract. Then, Setiawan (2020) looked back at the negative impacts that occurred during distance learning. He said that there were still technological and household disruptions during learning. In addition, students and teachers lose direct interaction, especially in chat platforms such as WhatsApp.

3. Research Methods

This research is a field study (field research) using a qualitative approach (Covey, S. R., 2004; Muhadjir, N., 1998). The purpose of field studies is to understand the state of society which includes thoughts, knowledge, understanding, practices or daily practices, and perceptions. Qualitative research is a type of investigation that aims to understand the role of groups or interactions in certain social situations (Moleong, L. J., 2004). The findings of a qualitative research are not obtained only through statistical procedures but are closely related to natural investigations, interpretations, field studies, case studies, informants, and ethnography (Sutopo, H. B., 2000). Qualitative research emphasizes on understanding the "nature" of reality that is socially formed, especially by trying to answer the question of how social experiences are formed and given meaning. This case is based primarily on the idea that humans are symbolic beings who seek meaning in their lives. Conversely, quantitative research emphasizes measuring and analyzing causal relationships or correlations between variables, not emphasizing the social process of the appearance of a symptom (Abdullah, I., 2007).

This research was conducted in two State Islamic Religious Colleges (PTKIN), which are State Islamic University Ar-Raniry (UIN Ar-Raniry) Banda Aceh and State Islamic University (UIN) Sunan Gunung Djati Bandung. Data was collected from two sources. First, the informants from both PTKIN leadership elements such as the chancellor, dean, coordinator of the Institute for Research and Community Service (L2PM), Institute for Quality Assurance (LPM), research institutions (Lemlit), and head of the study program. *Second*, the informants from lecturers and students. Data collection was carried out by utilizing several data collection techniques commonly used in qualitative research principles, namely (1) Document research techniques, (2) In-depth interviews, (3) Observation, and (4) Questionnaires. To keep the truth and validity of the data that was collected from various sources, various data validation strategies were used in the qualitative research as stated by Creswell (2014): *First*, through the triangulation technique which is the most commonly used method for increasing the

validity of data in a qualitative research. *Second*, implementing member checking, whereby this strategy was carried out by re-communicating the results of the analysis or specific themes to the informants. *Third*, this research also guarantees the accuracy of the data because it was not carried out by one researcher, but comprised of several researchers who are in the research team and contribute respectively.

4. Research Findings

4.1. PTKIN Formulation of Law No. 14 of 2005 and the Current Objective Development of PTKIN

The structure and formulation of Law No. 14 of 2005 consists of 8 chapters and 84 articles. Based on the substantive analysis of the contents of Law No. 14 of 2005 in the chapters and articles that are specifically related to lecturers, it can be understood that the presence of this law is intended to: (1) Provide legal-formal recognition of the functions, roles and strategic positions of lecturers in the development in national education; (2) Increase the dignity of lecturers as professional educators as evidenced by teacher certificates; (3) Regulating the obligations and rights of lecturers in carrying out their professional duties; (4) Empowering and increasing the competence of lecturers in a planned, directed, and sustainable manner; and (5) Providing occupational safety and health protection in carrying out their duties and sanctions for neglecting their obligations as regulated in law.

The discussion on teacher competence in Law No. 14 of 2005 is contained in articles 45, 46, and 47, which hold the following details: Article 45: "Lecturers are required to have academic qualifications, competencies, educator certificates, are physically and mentally healthy, and meet other qualifications required by higher education units. A place of duty, and has the ability to realize the goals of national education". Then Article 46 states: (1) The academic qualifications of lecturers as referred to in Article 45 are obtained through accredited postgraduate higher education programs in accordance with their field of expertise; (2) Lecturers have the minimum academic qualifications: a. Graduates from master's programs for diploma programs or undergraduate programs; and b. Graduate doctoral program for postgraduate program; and (3) Anyone who has expertise with extraordinary achievements can be appointed as a lecturer.

The formulation of the contents of the law in an implementation and operational manner is described in detail and systematically in Government Regulation No. 37 of 2009, in articles 2 and 3, where it states:

"Lecturers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and meet other qualifications required by the higher education unit in which they work, and can realize the goals of national education. It gave educator certificates for lecturers after fulfilling the following requirements: (a) having work experience as an educator at tertiary institutions for at least 2 (two) years; (b) has an academic position at least as an expert assistant; and (c) pass a certification carried out by the tertiary institution that organizes the education personnel procurement program for higher education institutions that are stipulated by the government" (Government Regulation No. 37 of 2009).

The existence of a formulation of the contents of the two legal foundations, Law No. 14 of 2005 and Government Regulations No. 37 of 2009, in general has been understood and has become the basis for the UIN Ar-Raniry Banda Aceh and UIN Bandung in making policies and programs related to the qualifications and competence of lecturers. Regarding the qualification aspect of lecturers in these two PTKINs since the Enactment of Law No. 14 of 2005, the direction of the policy taken by the university leadership is to disseminate the contents of the law to all teaching staff (lecturers), where the academic requirements to become a lecturer is to have a master's level of education, and provide opportunities for lecturers who do not have the academic qualifications of a master's education to continue their undergraduate education within a predetermined time limit.

Through this regulation, it has changed the administrative structure of the teaching staff in all universities in Indonesia, including the two universities studied, and at the same time has changed the construction of thought and the mainstream in society that to become a prospective lecturer, an academic qualification at the master level is required. Since the enactment of this law, all lecturers and prospective lecturers no longer only have an undergraduate academic level. Based on the examination

of staffing documents at these two universities, UIN Ar-Raniry and UIN Sunan Gunung Djati Bandung, no longer have any lecturer who only hold a degree (S1). All of them follow the qualification standards mandated by Law No. 14 of 2005, where all the lecturers have a least an academic level of undergraduate (S2), doctoral (S3) and have certificates as teaching staff. An overview of lecturer data at UIN Ar-Raniry can be seen in Table 4.1.

Table 4.1. Qualification Data of UIN Ar-Raniry Banda Aceh in 2020

NO	Lecturer Qualifications	Academic	Amount	Noted
1	Profesor		15	
2	Doctor (S3)		154	
3	Master (S2)		439	
4	Degree (S1)		0	
	Total		608	

Based on the data in Table 4.1, it shows that the total number of lecturers at UIN Ar-Raniry which is 608 as a whole have qualifications in accordance with the mandate of Law No. 14 of 2005, as there are no lecturers at an undergraduate academic level. Instead, all of them already have academic qualifications with undergraduate (S2) and doctoral (S3) certificates. The following explanation by the Head of the Administration, Academic, Student and Cooperation Bureau UIN Ar-Raniry confirms this:

“We are always concerned with the content and message of Law No. 14 of 2005 against teachers and lecturers, the mandate of the law that requires lecturers to have a minimum undergraduate academic qualification has been carried out well. So that in the several years since the enactment of this law, the leadership of UIN Ar-Raniry has socialized and implemented the message of the law strictly and consistently. The result can be seen that today there are no more lecturers in our university who have a degree certificate, also we never again accepted prospective lecturers who did not have a Master's degree” (Interview with P4, March 2020).

The qualification conditions of lecturers that are not much different from UIN Ar-Raniry are also experienced at UIN Sunan Gunung Djati Bandung. In general, the academic qualifications of lecturers also have S2 and S3 certificates, and no one has an S1 academic level. This can be seen in Table 4.2

Table 4.2. Lecturer Qualification Data of UIN Sunan Gunung Djati, Bandung in 2020

NO	Lecturer Academic Qualifications	Amount	Noted
1	Professor	34	
2	Doctor (S3)	289	
3	Master (S2)	519	
4	Degree (S1)	0	
	Total	842	

The data in Table 4.2 shows a coherent interpretation of the total lecturers at UIN Sunan Gunung Djati, where as many as 842 individuals, of which there is not a personal lecturer with an academic qualification of an undergraduate certificate. This data presents an understanding that overall the data for lecturers at this university have qualifications in accordance with the instruction of Law No. 14 of 2005, already have an academic qualification with undergraduate (S2) and doctoral (S3) certificates. The accomplishment and achievement of the lecturers competences cannot be divorced from the policies and efforts of the university leadership in conduct to actively realize the note and Instruction of Law No. 14 of 2005. This is as declared by the Vice Chancellor II of UIN Sunan Gunung Djati Bandung as follows:

“All praise be to Allah, following the mandate of Law No. 14 of 2005, especially about the qualifications of lecturers, we have been able to fulfill it well. This means that currently there are no longer our lecturers who have academic qualifications with an undergraduate certificate, all of them at

least have undergraduate (S2), doctoral (S3) certificates. In the future, we also hope that all our lecturers can have a doctoral certificate. This achievement is inseparable from the policies and efforts of university leaders both in the past and in the current period who have worked smartly and maximally to advocate and help our lecturers who have not received a master's certificate to continue their education. Thanks to the high participation and moral support from the entire academic community, thank God that now all of our lecturers, both those who have civil servant status and those who have not, all have met academic qualifications with a minimum undergraduate certificate. We carry out this policy strictly and consistently, meaning that we no longer offer opportunities for prospective lecturers or extraordinary lecturers who teach at this university who have a bachelor's certificates (S1)" (Interview with P-2, March 2020).

Meanwhile, the conceptual development of the faculty resource aspects in both PTKIN can be traced through the university's Strategic Plan (Renstra) and the University's Development Master Plan (RIP). The UIN Ar-Raniry Strategic Plan clarified that, the vision to be achieved is "To be a superior university in the Development and integration of Islamic Sciences, science, technology and art". It implements the grounding of this vision in the missions: (1) To produce graduates who have competitive academic, professional and / or vocational abilities, future-oriented and have a noble character; (2) Developing a multidisciplinary and integrative research tradition based on Islamic law; and (3) Implementing science to build a civil society, which is faithful, knowledgeable, and charitable (UIN Ar-Raniry Strategic Plan 2020-2024: 19-21). This vision and mission do not show the aspects of human resource development (lecturers) implicitly. But explicitly, human resource development and lecturer competence can be found in the concept of the word superior. By not mentioning the aspects of human resources (lecturers) in the vision and mission of the UIN Ar-Raniry University, it creates an analysis that is not constructive in efforts to develop human resources, especially educators. The description of the explanation was revealed from the interview data with some elements of the leadership of UIN Ar-Raniry, which are presented in Table 4.3 below.

Table 4.3. Recap of Interview Results with UIN Ar-Raniry University Leadership Elements

Interview Results	Informant
<p>All activities and programs conducted at UIN Ar-Raniry are guided by the strategic plan, including lecturer development activities. Sometimes the activities that are conducted are not achieved one hundred percent as there are still shortcomings. After assessing the deficiencies, we will fix them in the future. The lecturer development programs that we conducted refer to the vision and mission of UIN Ar-Raniry. UIN's vision is to integrate Islamic science with science and technology. Training programs for lecturers toward integration and interconnection in the implementation of the <i>tridharma</i> of higher education. In the learning aspect, it continues to require lecturers to improve the quality of learning in accordance with the times.</p>	<p>P1 (Leadership Element of Ar-Raniry University)</p>
<p>All activities carried out relate to the vision, mission and strategic plan of UIN Ar-Raniry, so all activities including the development of lecturers relate to UIN's strategic plan. In 2017, our strategic plan was amended because it was very high, less reasonable and unreasonable, covering the points of the developing human resources strategy (lecturers). The implications of an impractical and unmeasurable strategic plan almost every year the work plan is adjusted, the modification is up to 80%, the budget ceiling is regularly reviewed every 7 to 8 revisions of activities. Every month working on reviewing it. While the 2020-2024 strategic plan we are investigating to be better practical because hearing from the previous period many have not realized the objective, now the administration appears not dare to set overly a target because it will affect the IKU management.</p>	<p>P5 (Leadership Element of Ar-Raniry University)</p>

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In line with UIN Ar-Raniry, the process of human resource development at UIN Sunan Gunung Djati Bandung is also based on a strategic plan (Renstra) and Development Master Plan (RIP). In the Strategic Plan 2019-2024, UIN Bandung states the vision of the university: "Towards a world-class state Islamic university that is superior and competitive based on revelation to guide science in 2045. This vision is described in detail in the mission of the university in the form of: (a) Organizing quality teaching, research, and service of quality and relevant to national needs that are globally competitive; (b) Improving the quality of Indonesian human resources who are mentally, spiritually and intellectually capable; and (c) Developing innovations in higher education and developing the independence of graduates (Strategic Plan "Renstra" 2019-2023 UIN Bandung, 2020: 25-26).

Based on the vision and mission, the implementation is outlined in the 2010-2045 Development Master Plan (RIP), which is systematically implemented in 5 (five) stages. In these five stages, the aspects of human resource development are directed in the form of major work programs that are implementation and technical. The aspect of human resource development (lecturers) is explicitly stated in the second point of the mission which reads "improving the quality of Indonesian human resources who are mentally, spiritually and intellectually capable" (the University's Development Master Plan (RIP) UIN SGD Bandung 2019-2045, 2019: 58-86). This sentence means that the formulation of the vision and mission of UIN Sunan Gunung Djati Bandung, on the one hand follows the demands of the orders of Law No. 14 of 2005 and shows the university's commitment and serious attention to improving the quality of human resources, including lecturers in it. By mentioning the aspects of human resources (lecturers) in the vision and mission of the University of UIN Sunan Gunung Djati Bandung, it gave rise to a constructive analysis in efforts to develop human resources, especially educators.

The direction of human resource development contained in the Strategic Plan and the University's Development Master Plan of UIN Sunan Gunung Djati Bandung, which is well-formulated, systematic, and measurable, shows good planning supported by paradigms and implemented programs. This is confirmed by the explanation delivered by the Chancellor of UIN SGD Bandung: "The existence of lecturers as educators in universities has a very strategic function and role in improving the academic quality and quality of the college itself. Based on this thought, we are overly concerned and concerted to the development of lecturer resources in this institution. Concrete evidence of this aspect of lecturer development is a serious focus to be handled and developed from year to year, even from one period to the next by making it a core aspect contained in strategic planning and university development master plans" (Interview with PU-1, March 2020).

4.2. Implementation of Law No. 14 of 2005 and Improvement Lecturer Competence

The policies and programs of UIN Ar-Raniry Banda Aceh and UIN SGD Bandung have referred to and implemented the message of Law No. 14 of 2005. This implementation is concretely focused on aspects of lecturer academic qualifications which warrants that the requirement to be a lecturer is to have an academic qualification with a master's degree (S2). This aspect has been done well and has been maximally fulfilled, in the sense where the current conditions in the two universities, which were used as the objects of this study, no longer found lecturers who have undergraduate academic qualifications of a bachelor's degree, instead all (100%) the lecturers already have a master's and doctor's degree. However, there are obstacles where the aspect of developing lecturer competence has not been implemented to the maximum. This occurs because of the incompleteness of the message of Law No. 14 of 2005 in terms of the vision of the university's mission contained in the university's Strategic Plan and Development Master Plan. Thus, it has a widely felt impact on the efforts to increase and develop the capacity and competence of lecturers in these two universities.

Although the development of the capacity and competence of lecturers seemed unplanned concretely and systematically, especially in the case of UIN Ar-Raniry compared to UIN SGD Bandung, but there are still efforts made by the university in the development's framework of lecturers' human resources. The policy implemented by the leadership of UIN Ar-Raniry and UIN SGD Bandung is to socialize, advocate and support lecturers who do not have a master's degree to continue their education to the master's level, as well as to other lecturers who already have a master's degree to continue their education to the doctoral level. Although the policy and support are an integral part of the implementation of the message of Law No. 14 of 2015, it is also driven by the rapid development and

1 competition between universities, so that the availability of qualified and professional lecturer resources is required to answer the challenges of national, global competition.

In this regard, Vice Rector II UIN Ar-Raniry explained that “Every policy and regulation from the government of course we treat it wisely, including Law No. 14 of 2005. To welcome the regulatory message, of course, we prepare human resources including lecturers through lecturer development programs, especially on increasing qualifications through further education and competency improvement with a variety of relevant trainings. This is in line with the policy and commitment of the Rector who said one of the priority points in the future is improving the quality of lecturers” Human Resources (Interview with P2, Banda Aceh, March, 2020). This explanation was corroborated by the Head of Bureau of Academic Administration, Student Affairs and Cooperation (AAKK) UIN Ar-Raniry. Here he said that “We are always concerned with the content and message of Law No. 14 of 2005, especially regarding aspects of academic qualifications of lecturers. The instruction of the law that requires lecturers to have an academic caucus with a minimum master’s has been carried out well, strictly and consistently. The results we can see now that there are no more lecturers in our university environment who have a bachelor’s degree; now all our lecturers have graduated from undergraduate (S2) and doctoral (S3) certificates” (P4 Interview, Banda Aceh, March 2020).

Policies and support that are not much different from UIN Ar-Raniry are also carried out at UIN Sunan Gunung Djati Bandung to improve the qualifications and capacity of lecturers’ human resources. Information related to the Rector of UIN SGD Bandung expressly conveyed the policy and support of the university:

“We understand very well that the existence of lecturers as educators in universities has a very strategic function and role to improve the academic quality and the quality of the college itself. Based on this thought, we are concerned and concerted to develop lecturer resources in this institution. From the beginning when Law No. 14 of 2005 was enacted, we continued to make policies at that time through university and faculty leaders to socialize and strongly encourage lecturers who do not have a master’s degree to immediately continue their education to the master’s level. Our policy also does not stop there. To lecturers who still have a master’s degree, we continue to encourage them to continue their education to the doctoral level. The policies and support of this university until now continue to be pursued, until later to the most we expect a majority of our educators have a doctorate and also mostly earned a professor’s degree” (Interview with PU-1, Bandung, March 2020).

The explanation above was strengthened by more detail with information from the Vice Rector for General Administration and Finance UIN Sunan Gunung Djati Bandung:

“Since this law is in force until now, the university’s policies and support for further education for lecturers continue to be carried out consistently and measurably. We encourage and ease licensing to lecturers who will continue their education, and we also ease cooperation and partnership with some universities at home and abroad as a place of further education for our lecturers. In the country, universities such as Bandung Institute of Technology (ITB), The Padjadjaran University (UNPAD), Indonesian University of Education (UPI), University of Indonesia (UI) and Gadjah Mada University (UGM), Syarif Hidayatullah State Islamic University (UIN Syahid), while abroad such as Malaysia: The National University of Malaysia (UKM), Sultan Idris Education University (UPSI), ANU Malaysia Institute, and Monash University. This policy we do nothing but to improve the qualifications and capacity of our lecturers, so that in the future we hope the quality and professionalism of our lecturers and internationally are recognized nationally” (Interview with P-1, Bandung, March 2020).

The development of lecturers at UIN Ar-Raniry and UIN Sunan Gunung Djati Bandung is run well besides being supported by strong moral policies and support from university leaders, as well as funds budgeted by the university. Funding support is prioritized in various programs that are in direct contact with the strengthening of lecturer’s competencies, such as research activities, community service and training programs. In this regard, the head of UIN Ar-Raniry Research Institute suggested that research funds in the last three years have increased significantly, annually around 8 billion, thus placing fifth for PTKIN in Indonesia and first in Sumatra. Of the 8 billion, 15% was distributed to operational costs for monitoring management processes, and 85% was handed over to researchers for research operational costs (Interview with P7, Banda Aceh, March 2020). The detailed research cost document data is shown in Table 4.4.

Table 4.4. Recapitulation of UIN Ar-Raniry Research Fund in 2018-2020

No.	Budget Year	Total Research Costs (in Rupiah)	Noted
1	2018	8.980.666.000,-	
2	2019	8.648.300.000,-	
3	2020	7.917.183.000,-	

Data source: UIN Ar-Raniry Planning Division

The data shown in Table 4.4 supplies the exact information for the last three years (2018-2020) where the availability of research funds for lecturers in UIN Ar-Raniry is quite large. This, at the same time, shows the policy and commitment of university leaders in the efforts to develop human resources lecturers, especially in improving the quality of lecturer research. The data of research costs are not much different from UIN Ar-Raniry and is also available at UIN SGD Bandung. The information that is not detailed from the Head of Research Institute UIN SGD Bandung who explained that every year there is an increase in research costs intended for lecturers, but a significant increase occurred in three years from 2018 to 2020. The average research fund for lecturers per year in our institutions is about 7 to 9 billion per year (Interview with P-4, Bandung, March 2020).

Another form of support for the development of lecturers' competence was to conduct various training programs, seminars, and workshops. This is as stated by the coordinator of UIN Ar-Raniry Research Institute: "In the last two years we have held article writing workshops in national journals, article writing workshops in international journals. In 2020 we held a training of lecturers who are already eligible for the professor's proposal, article writing training in Scopus indexed journals as part of the professor acceleration program" (interview with P7, Banda Aceh, March 2020). However, the competency training of pedagogic lecturers from universities tends not to be well coordinated and is not close to the possibility of a number of other trainings conducted at the faculty level from their respective initiatives. This is in line with the information submitted by the faculty leaders, who explained that "we in the study program, on our own initiative and internal needs have carried out several trainings to improve the pedagogy competency of lecturers, such as training on making syllabus, Semester Lesson Plan (RPS) for new lecturers, strategic teaching, and training to improve the pedagogy skills of lecturers" (Interview with P10, Banda Aceh, March 2020).

PTKIN's second effort to improve the competence of lecturers was also conducted through cooperation and partnership with various relevant institutions, especially with some universities at the national and international levels. The description of the cooperation was revealed from the explanation of faculty leaders in both PTKIN, as conveyed by the dean of Faculty of Social Sciences and Government Sciences (FISIP) UIN Ar-Raniry that "We are cooperating with several universities, including Faculty of Social Science and Political Science (FISIP) University of North Sumatra (USU) Medan, with the aim to share information and support each other's competency improvement of lecturers" (Interview with D3, Banda Aceh, March 2020).

The same was also conveyed by the dean of Faculty of Islamic Business Economics (FEBI), who explained that "cooperation with outside parties also exists, as well as related to cooperation with third parties ability, such as Association of Economists (IAE), Sharia Economic Community (MES), and cooperation with institutions and scientific fields to strengthen institutions. In addition, a Memorandum of Agreement (MoA) with three campuses in Malaysia conducted by faculty leaders focused on aspects of student exchange and scientific publications of lecturers" (Interview with D2, Banda Aceh, March 2020).

Cooperation with non-higher education institutions to improve teacher competence in pedagogical aspects was also conducted in both PTKIN. This is as explained by the leader of the Faculty of Tarbiyah and Teacher Training (FTK) UIN Ar-Raniry study program who explained that "we have worked with USAID PRIORITAS (Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students) institutions in the last five years for the development of lecturer competencies in pedagogy. We focused this collaboration on the aspects of lecturer development in methods, media, and teaching materials" (Interview with D2, Banda Aceh, March 2020). The same information was also conveyed by the dean of FTK UIN Bandung. He said that "In the last five years we have had support and partnership with USAID Prioritas in the development of competency of lecturers in pedagogy. Many of our lecturers received training in teaching methods,

enrichment of teaching materials, and development of learning media. After being trained then they become facilitators to train teachers in our partner schools. Our lecturers strongly felt that the cooperation with USAID Prioritas improved their pedagogical competence” (Interview with D-1, Bandung, March 2020).

4.3. PTKIN Lecturers After Covid-19

The results of the questionnaire and also the data of interviews with some lecturers at UIN Ar-Raniry and UIN SGD Bandung show that the competence of lecturers in both PTKIN are of good quality, so they can carry out their professional duties smoothly and tend not to experience obstacles. The aspects of lecturer competence that were studied were not limited to pedagogy aspects alone, but the four aspects of lecturer competence: pedagogy competency, personality competency, social competence and professional competence were also investigated. From the questionnaire data shared with students in both PTKIN, their answers to the four competencies occupied an excellent position. In terms of academic competence, specifically about the readiness of lecturers to plan and prepare the learning process, most students gave answers of strongly agree and agree, while only a small percentage gave answers of disagree and strongly disagree. The students’ answer data can be seen in Diagram 01.

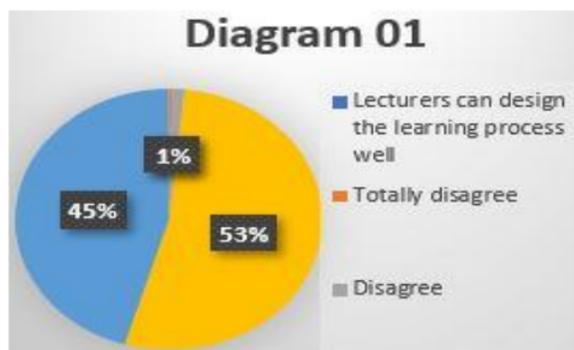


Fig. 1 Lecturers Can Design the Learning Process Well

In general, from the aspect of professional competence, students gave a positive response to the ability and quality of professional competencies of lecturers. They assessed that their lecturers were able to master and conduct multimedia technology in learning. We can see this in Diagram 02.

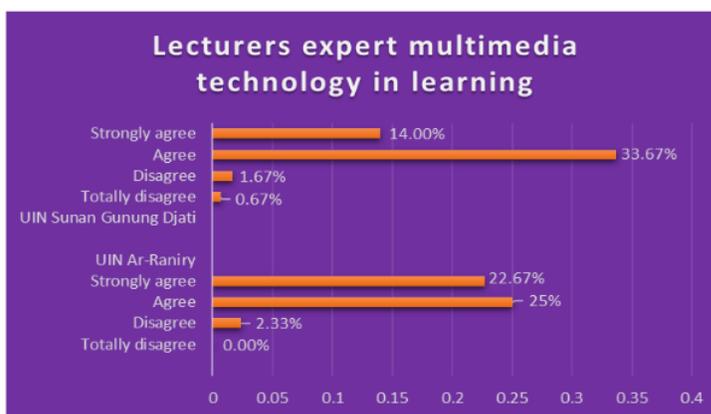


Fig. 2 Lecturers are multimedia technology experts in learning

1
The questionnaire data in Diagram 2 above shows that the professional competence of lecturers in both PTKIN can be categorized well, where they have understood technology and can use IT-based learning media and multimedia in learning. This also means that the lecturers in UIN Ar-Raniry and UIN Sunan Gunung Djati Bandung can face the challenges of learning after Covid-19 which is based on online learning in line with the translation of education from the campus world to the home of their students. The questionnaire data was corroborated by the interview data with some lecturers in both PTKIN, where they explained in general that the use of technology in learning is common, and also in their everyday life they already use technology-based media, such as audio visual, e-learning, technology and digital. The data is corroborated by the current field facts, where learning in all PTKIN in Indonesia after the coronavirus outbreak is through online learning. In response to learning in the condition of Covid-19, lecturers at both PTKIN have conducted online learning through the online platforms such as Google classroom, Canvas, Zoom, Edmodo, Google Forms, WA, Moodle, Clorline, Google meet, Teleconference, Email, Skype, WebEx, Google Drive, and Dropbox.

5. Discussion

The existence of policies and programs to improve the qualifications and competencies of lecturers in the PTKIN environment in Indonesia in general, and in UIN Ar-Raniry and UIN SGD Bandung in particular, is inseparable from the politics of education run by the State. This is in line with the theory put forward by Baker, David P. in 2014. The involvement of the government is to play and realize a role in development in various sectors, including education (Mundy, K., et.al., 2017). The role of the State in the national education sector is often manifested as intervention of the national education system through its regulations (Sterkens, C., & Yusuf, M., 2015). In this regard, the birth of Law No. 14 of 2005 is concrete evidence of the role and intervention of the State in regulating higher education regulation, to improve the capacity and competence of lecturers.

Regulations issued by the government, at the level of implementation in the field sometimes can run well; however, obstacles may be experienced and could even cause a failure in its implementation. This study also found from an overview of the two universities that became the object of research, that the formulation of the content and message of the law has been well understood and put forward by the leadership and the entire academic community at the two universities. At the same time, this shows that the formulation of the contents of Law No. 14 of 2005, especially about the academic qualification aspects of educators (lecturers) has been well understood and implemented. In terms of competence or improvement of the quality of lecturers, both universities have also addressed the direction of the law well. However, at the level of implementation there is a side difference between the two universities. UIN Bandung has shown commitment in improving lecturers' human resources which is conducted systematically and measurably through implementing various policies and university work programs.

The direction of human resource development in the strategic plan and the University's Development Master Plan by UIN Sunan Gunung Djati Bandung is planned in a good, systematic, and measurable implementation, which shows good planning supported by the paradigms and implementation programs. This explanation indicates the governance of UIN Sunan Gunung Djati Bandung has been running well and professionally in the management system of modern universities. The consistency of orientation and governance of the modern university has opened space for the achievement of progress, and it can realize the improvement of the university quality in a good and sustainable way. This reinforces the theory put forward by Syarif, M. (2013) which stated that ideally the governance of universities refers to the Full Patron Model, as this model can improve the quality of higher education. This thinking is in line with the findings of Lo, W. Y. W. (2011: 210-222) that quality is a soft power that will decide the existence and progress of a college.

Meanwhile, UIN Ar-Raniry found a weakness in implementing the legal directives related to the improvement of lecturer resources. Human resource development in the strategic plan and the University's Development Master Plan by UIN Ar-Raniry is included in the main work target, but there is no detailed explanation for the technical and systematic concrete steps on the development of human resources for lecturers. This strengthens the ability of lecturers' resources that do not have a clear paradigm and program. This conclusion found a point of contact that is parallel to the interview data

1 presented by the leadership element of UIN Ar-Raniry. The conclusion is further strengthened by the explanation of the UIN Ar-Raniry stakeholders who generally cannot explain the paradigm and human resources development program of lecturers in detail and systematically from year to year in the scope of short, medium and long-term university development. Numerous studies of policy implementation that have been conducted (Nakamura, 1987; Lypski, 1980; and Hjern, 1981) explained and supported the phenomenon of difficulty in implementing the policy. This case also reinforces the theory put forward by The Harvard Law Review Association (2005) that there are inconsistencies of regulation as inequality of policy formulation between education policy and education in the constitution.

Competency development of lecturers in UIN Ar-Raniry and UIN Bandung in general follows the contents of Law No. 14 of 2005 and Government Regulation No. 37 of 2009, where the focus of lecturer competency development is focused on four areas, namely pedagogy competency, personality competency, social competence and professional competence. These four competency areas are in line with the theories put forward by Symonds (1947), Gehlbach (2010) and Kuzh (2015). Meanwhile, the technical implementation of lecturer competency development in both universities is the same as the pattern of teacher competency development. Model Wahyudi, T. N. (2016) describes the format of teacher professional development in three parts, namely: (1) intensive development, (2) cooperative development, and (3) self-directed development. The three models may also have been applied in both PTKIN.

During the Covid-19 pandemic that hit almost all countries in the world including Indonesia, the higher education sector became one area affected by the Covid-19 outbreak that led to the closure of universities and distance learning (Viner et al., 2020; Baker, 2020). The translation of education, furthermore, became the only way to deal with the education crisis (Prabawangi, et al., 2021). Prauzner (2017) said that at least the translation includes several elements, innovation, communication channels, time, and social systems that can create adoption. This form of educational transfer also includes transforming some existing elements in the form of ideas, objects, technology, and information (Akcan, 2018; Suarez, 2016). One form of technology and information transformation process was applied during the period of educational translation. Setiawan (2020) in his writing, saw this form of translation through WhatsApp network which became an educational intermediary media. In such situations, the existence of professional competencies of lecturers in both PTKIN is directly tested and it can categorize well the results in general, where they have understood technology and can use IT-based learning media and multimedia in learning. This at the same time gives meaning that the lecturers in UIN Ar-Raniry and UIN Sunan Gunung Djati Bandung can face the challenges of learning after Covid-19 which is based on online learning in line with the translation of education from the campus world to their respective student homes.

6. Conclusion

The existence of the formulation of Law No. 14 of 2005 has generally been understood and became the basis for the development of human resources (competence of lecturers) in both PTKIN: UIN Ar-Raniry Banda Aceh and UIN Sunan Gunung Djati Bandung. Substance and technical progress follow the understanding and commitment of university leadership in implementing Law No. 14 of 2005 on the competence of teachers and lecturers. PTKIN who understands the importance of this regulation as a juridical basis for the development and ability building of lecturers, the implementation of both at the policy and program level is more real and measurable. This strong commitment has resulted in policies and programs for lecturer competence development in real terms which are implemented in the vision and mission, Strategic Plan (Renstra) and the University's Development Master Plan (RIP), in this case as the case at UIN Sunan Gunung Djati Bandung. Nevertheless, with UIN Ar-Raniry, from the results of the vision analysis, the mission of the work program, Strategic Plan and the University's Development Master Plan have not been a powerful reason for the policy and program development of measurable and systematic lecturers. This is more because of the lack of understanding and implementation of Law No. 14 of 2005.

Related to the aspects of lecturer qualifications, in general in these two PTKIN since the enactment of Law No. 14 of 2005 until now, there are no longer lecturers and prospective lecturers. All lecturers already have a minimum academic level of master's degree (S2) and doctoral (S3); and must have not implemented the obstacles and certificate as an educator. But the obstacles have not been

1 implemented to the maximum is the aspect of competency development of lecturers. This is because of the incommodity of the message of Law No. 14 of 2005 in terms of the vision and mission of the university in Strategic Plan and the University's Development Master Plan. Thus, it has an impact on the efforts to improve and develop the ability and competence of lecturers in both universities. The data found at both universities has shown the policy and competency of improvement programs of lecturers based on strong leadership support and concern. The existence of cost helps in improving the capacity of lecturer research, writing journals of national and international reputation, the existence of various trainings, workshops, and seminars, as well as cooperation with some universities and non-college institutions to accelerate the competence of lecturers. So that the ability and quality of lecturers continue to increase and be professional in supplying academic services both when conditions are normal, and in the current Covid-19 pandemic conditions.

7. Suggestion for Future Research

We cannot use the results of this study as a benchmark for all other Islamic universities in Indonesia. This is because it quite limited the number of respondents from the institution management and graduates in the studied universities. But we believe that this study provides the viewpoints and experiences of the administration and students on the competence of Islamic academics in many other Islamic universities in Indonesia. It is even possible to apply to other Islamic universities in other developing countries. The need for we must also discuss future studies to conduct studies with study samples involving university management and graduates from various diverse Islamic universities and the attention of scholars.

8. Co-Author Contribution

The author affirmed that there is no conflict of interest in this article. Author 1 was responsible for literature review, data interpretation, and overlook the writing of the whole article. Authors 2 and 4 wrote the research methodology, table, figures and abstract. Authors 3 and 5 was responsible for online survey creation and did the data entry. All five authors contributed to the survey design.

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