About the Journal

The **Journal of Law and Sustainable Development**, indexed journal in **SCOPUS** and **Q2 Scimago**, serves as a dynamic forum for understanding and advancing the scientific consensus in the law field. Also, the sustainable development goals of the **2030 Agenda for Sustainable Development** are considered by the journal. This open access journal is edited by **FACMED - Faculty of Medical and Law Sciences** (Brazil) in partnership with Open Access Publications LLC (United States of America).

The United Nations Sustainable Development Goals (SDGs) are specific research areas that are helping solve real-world problems. They are part of a plan to end poverty, protect the planet, and improve the lives and prospects of everyone by 2030. The 15-year plan has 17 goals with 169 targets aimed at stimulating action in areas of critical importance to humanity and the environment.

It is more indispensable and urgent than ever to achieve the 2030 global Agenda for Sustainable Development Goals (SDGs) by United Nations and to re-build a more sustainable and inclusive socio-economic system for human societies on both the local and global scales. While all the human activities including businesses must deal with social challenges and problems we face today in a post-COVID-19 world, in order to ensure such human activities more accessible to all people, finance is one of the key factors in socio-economic system to work towards the SDGs.

Possible paper topics include but are not limited to:

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- Policy and theory of law;

- Environmental law;

- Education law;

- Social business;

- Social entrepreneurship;

- Green bonds;

- Environmental, Social, and Governance (ESG);

- Socially Responsible Investing (SRI);

- Impact investing; impact evaluation, crowdfunding;

- Sustainable Development Goals (SDGs); venture capital, business angels; information technology service (ITS); sustainable consumption and production; low carbon energy; climate change;

- Other areas related to sustainable development.

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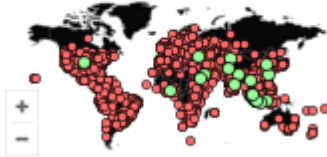
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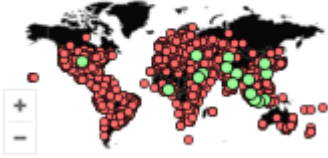
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LECTURER PROFESSIONALISM DEVELOPMENT PROGRAM STRATEGY

a Abdul Rohman, b Nurul Ulfatin, c Imron Arifin, d Ali Imron, e Nur Agus Salim

ABSTRACT

Purpose: This research aims to describe the strategy for the lecturer professionalism development program using a multi-case design.

Design/Methodology/Approach: The data was collected using interviews, observation and documentation. Informants in this study were members of the university senate, chancellors, vice-chancellors, leaders and secretaries of quality assurance institutions, and heads and secretaries of research and community service institutions. Data analysis was carried out through individual case data analysis and across cases.

Findings: The results of this study indicate that the strategy used by the university in the lecturer development program boils down to the university's long-term strategic plan (rastra); there is an institution in charge, forming a group of areas of expertise, there is a guidebook for managing lecturers, and has a philosophy as the spirit of development education. Development in education and teaching is carried out through sending doctoral programs further studies, mentoring/assistance, pedagogical training, foreign language training, other supporting training, and training in the integration of science and religion. In the field of research, qualitative and quantitative research training is carried out, forming orientations for the development of research fields, research schemes, classification and funding. In the service sector, lecturer development is done through debriefing and forming community service-based services.

Keywords: strategy, professionalism, development.

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ESTRATÉGIA DO PROGRAMA DE DESENVOLVIMENTO DO PROFISSIONALISMO DO PROFESSOR

RESUMO

Objetivo: Esta pesquisa tem como objetivo descrever a estratégia para o programa de desenvolvimento do profissionalismo do professor, usando um design de múltiplos casos.

Projeto/Metodologia/Abordagem: Os dados foram coletados por meio de entrevistas, observação e documentação. Os informantes deste estudo foram membros do senado universitário, chanceleres, vice-chanceleres, líderes e secretários de instituições de garantia de qualidade, e chefes e secretários de instituições de pesquisa e de serviços comunitários. A análise dos dados foi realizada através da análise de dados de casos individuais e entre casos.

Constatações: Os resultados deste estudo indicam que a estratégia utilizada pela universidade no programa de desenvolvimento de professores se resume ao plano estratégico de longo prazo da universidade (rastra); há uma instituição responsável, formando um grupo de áreas de especialização; há um guia para a gestão de professores, e tem uma filosofia como o espírito de educação para o desenvolvimento. O desenvolvimento da educação e do ensino é realizado através do envio de programas de doutorado, estudos complementares, orientação/assistência, formação pedagógica, formação em línguas estrangeiras, outras formações de apoio e formação na integração da ciência e da religião. No campo da pesquisa, a formação de pesquisa qualitativa e quantitativa é realizada, formando orientações para o desenvolvimento de campos de pesquisa, esquemas de pesquisa, classificação e financiamento. No setor de serviços, o desenvolvimento de professores é feito através de debriefing e formação de serviços comunitários baseados em serviços.

Palavras-chave: estratégia, profissionalismo, desenvolvimento.

1 INTRODUCTION

Higher education goals can be achieved if universities are managed professionally by using educational system patterns that can produce skilled, flexible and adaptive human resources. This is the demands as an effect of globalization, as stated by Mercer (2010) that there is evidence of the effects of globalization in the world of education that it changes educational policies throughout the world. Governments from America to China are making moves to change their education systems to produce human resources that are more skilled, more flexible and more adaptable. The pressure of globalization has impacted today's leaders to take leaps into management activities that adhere to humane and appropriate principles and look for the positive side of competition through strategies that can increase motivation, build strength for organizational improvement, and produce performance that has added value. In short, all universities are now being asked to rise to a level of productivity and performance that previously could only be achieved by a few universities. Now, all universities are asked to move towards becoming a great university.

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Becoming a great tertiary institution requires a strategy in its management. Strategy for the present is of great importance to top executives of an organization because of their involvement in preparing plans for the organization regarding finance, growth, product innovation, developing new markets and increasing internal efficiency. In general, Ritson (2013) defines strategy as a future action plan, usually carried out by senior management with high-level capabilities. (Purwanto, Ate, and Ifa 2023; Sunarta and Astuti 2023) Program strategy is an organized development of potential and functional resources, including finance, processing, marketing, technology, human resources, etc. Strategy is the use of all available resources in pursuit of predetermined goals.

Lecturer management strategies are important for tertiary institutions because lecturers spearhead learning activities. (Challa and Perwez 2023) Therefore, using the right strategy to increase the professionalism of lecturers is very important to improve the quality of learning. Bagheri (2016) states that one of the strategic resources for organizations is humans/lecturers because humans are an important component in strategic plans. To obtain and develop qualified lecturers, observations and assessments are carried out simultaneously on higher education institutions' external and internal environment. By looking at external and internal conditions, it is possible for those in charge of tertiary institutions to identify various types of opportunities that exist to be able to formulate and implement various lecturer development plans.

Research conducted by The Future of Work Survey, Guest et al. (2000b in Armstrong 2006) states that higher levels of human resource development program activities are associated with higher levels of commitment and contribution to employees and are further linked to higher productivity and quality of service. Duta et al. (2014) suggest training and development needs by building programs for innovation in activities in the education sector and aiming to improve education quality. The importance of lecturer development programs for higher education management, which ultimately encourages the quality of student learning, is the main reason for researchers to conduct research with the title of Lecturer Professionalism Development Program Strategy at two State Universities in Malang.

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2 METHOD

This study used qualitative research methods. The reason for using a qualitative method is because the object of research is related to the problems of how the program strategy for developing lecturer professionalism is carried out. The research process involves emerging problems, procedures, and data specifically collected through participant settings; the data analysis is built from the specific to the general, and the researcher interprets the meaning of the data. As Creswell (2009) and Hammersley (2013) suggest, the final report has a flexible structure.

This study uses a multi-case design. In two cases, a natural approach is needed to get the results of a research focus on the strategy of the lecturer professionalism development program. Techniques to collect data by observation, in-depth interviews and documentation. Data analysis according to what Miles (2014) suggested, researchers conducted data analysis together with data collection. This helps researchers in the field cycle between thinking about existing data and moving strategies to collect new data to get better data so that data analysis is carried out continuously. Thus, data analysis and data collection start from the beginning. Qualitative data analysis is done through data preparation and processing, coding, data collection, data presentation and conclusion drawing or verification.

Cross-case data analysis is observing in depth and comparing the propositions found in each case about the research focus. Here, the researcher performs a theoretical and empirical reconstruction of the provisional theory found in each case based on the differences and similarities. After finding a temporary theory from case to case, it is then analyzed by comparing the temporary theory from one case to another to find differences, simultaneously characteristics of case I and case II, to build a theory-based conception to develop substantive. Data validity with credibility, transferability, dependability and confirmability.

3 RESEARCH RESULT

Based on the overall data exposure and cross-case analysis regarding the strategy for the lecturer professionalism development program, the following research results were obtained.

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3.1 CASE RESEARCH FINDINGS I

3.1.1 Aspects of the general strategy for the development of lecturer professionalism

The general strategy used in case I in developing lecturer professionalism began with the formulation of a university roadmap, or a university development master plan, in which the roadmap also listed the direction of lecturer development according to the University's development direction. The road map is made for five years, and a road map is made for thirty years. University Development Roadmap in case I, Phase I (2006-2010) Institutional Establishment and Academic Reinforcement, phases II and III (2011-2020) Regional Recognition and Reputation, stages IV and V (2021-2030) International Recognition and Reputation.

Another strategy used in developing lecturer professionalism is having an institution that is responsible for managing lecturers' professional development. This institution publishes a guidebook for managing lecturers. The Lecturer Management Handbook is the main guideline for planning, implementing, monitoring, evaluating, and evaluating lecturer guidance and development programs. The Lecturer Management Handbook is prepared to provide technical instructions for the implementation of lecturer management with the objectives of 1) improving the quality of education, faith, purity and noble character, 2) fulfilling the responsibilities of carrying out the duties of professionalism of lecturers, 3) developing lecturer professionalism sustainably with lifelong learning, and 4) legal protection in carrying out professional duties. As for quality standards, lecturer professional indicators are regulated in a separate book called the Lecturer's Academic Guidebook. At the level of operational implementation, there are institutions under it in the development of the Tri Dharma for the development of the teaching field in the respective Faculties, while for the development of research and community service, the Institute for Research and Community Service (LP2M). The Center for the Study of Integration of Science and Religion is the institution that handles the integration of science and religion. The range of training for integrating science and religion with an apprenticeship takes two weeks to six months to become a lecturer with two tastes.

In this case, I found a philosophy of science called ULUL ALBAB; this philosophy is positioned above the University's vision and mission, consisting of four pillars: spiritual depth, greatness of character, breadth of knowledge and professional maturity. Ulul Albab will become the estuary for the development of lecturers and the

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process of teaching lecturers to students. Ulul Albab, who made the Qur'an the highest deduction, directs the professional development of lecturers in two senses: those who understand religion with strong scientific knowledge and those with strong knowledge also have strong religion. So, when this lecturer already has these two flavours, it will impact learning with students in class. If that (Ulul Albab) is the education system, that's the philosophy because Case I is an Islamic campus that uses the Al-Quran as a source of knowledge through scientific activities, that's the philosophy of science, not the learning strategy, so with integration, it is hoped that students will have Islamic competence, yes science, so two flavours. Two kinds of lecturers are included in the development program. PNS lecturers and BLU lecturers who continuously get the right to develop their abilities

3.1.2 Aspects of lecturer professionalism development strategy in the field of education and teaching

The strategy used in case I in increasing the professionalism of lecturers in education is to require lecturers to attain the highest educational level qualification, namely S3, while those who have S3 are encouraged to become professors. Even more interesting is that lecturers who are funded or receive doctoral scholarships are not only lecturers with PNS status but also BLU lecturers; there is no distinction between lecturers with PNS status and BLU lecturers in terms of developing the professionalism of lecturers.

Mentoring and assistance are also a strategy to increase lecturer professionalism; programmatically, when someone is declared accepted as a lecturer, he is not necessarily allowed to teach up to 12 courses but is limited to a maximum of 6-8 credits and even accompanied by a senior lecturer. In addition to the assistance program, when a lecturer has entered teaching, there is an obligation to attend educational training, which is equivalent to 72 hours in length. The Quality Assurance Agency coordinates this training. This educational training trains lecturers to make lesson plans and build syllabi, strategies, and media for evaluation.

When a lecturer has finished attending educational training, it does not mean that coaching in the teaching field is considered complete. Supervision and evaluation are carried out at the end of the semester by both the Quality Assurance Institute at the Faculty level and feedback by students. If there are lecturers whose evaluation results are below 50, the lecturer will be under the direct guidance of the dean. For lecturers with a general

education background, lecturers are given training on integrating science and religion; those who cannot recite UIN are given 1). Science Development Research (RPI), namely research that aims to develop science, both monodisciplinary, interdisciplinary, and multidisciplinary; 2) Collaborative Research (RK), this research is research that aims to improve the quality of science as well as the application of knowledge and synergy with society and students, 3) Leading Research (RU) This research is research that aims to develop and apply knowledge whose results are oriented towards obtaining intellectual property rights (IPR) in the form of patents and the like, 4) Expertise Development Research (RPK) this research is development research that aims to improve the quality of functional expertise of non-lecturers.

As for research, each year, there are competitive grants for both faculties and universities and the Ministry of Religion. So, they are given opportunities and funds to research, and their research must always be linked to their scientific disciplines and then integrated. LP2M, as an institution obliged to facilitate the research process, has organized a lecturer Competitive Research Program. The research is classified into three types: 1) research by young lecturers (DM). This research is intended for lecturers with a maximum rank of III/c and already TE. This research is individual, 2) Basic Research (RD) aims to improve the scientific quality of lecturers according to their respective fields. This type of research is intended for researchers with class IIIc-Iva and who have not yet won a doctoral degree; 3) Applied Research (RT) is any research that aims to increase scientific knowledge with a practical purpose, which is intended for lecturers of at least class IVa or already have a doctorate.

Findings Aspects of the strategy for developing the professionalism of lecturers in the field of community service are carried out with the hope that there will be interrelationships between universities and the community to anticipate the isolation of universities from the surrounding community. Service activities are based on two interests, namely academic interests and community interests. Academic interests prioritize community service as an effort to bridge the results of scientific development that are scientifically tested for use in solving problems in society and responding to increasingly complex community needs. The dynamics of the two will give rise to a synergistic relationship. Seeing the strategic relationship between the two, namely between the University and the Community, LP2M is trying to design community service that is right on target and participates in responding to the needs of the community so that

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it does not become a university located in an ivory tower. Taking this role is an effort to create planned social change in the internal environment of LP2M N Maulana Malik Ibrahim Malang or the community. Starting in 2011, LP2M plans a program called "Thematic Community Service for Mosque-Based Family Empowerment Posts (Posdaya)" in collaboration with the Dana Sejahtera Mandiri Foundation (Damandiri) and the Pancasila Muslim Amal Bhakti Mosque; this program is a form of innovative community empowerment model that targets the family as the smallest unit. Community but has very broad access and impact in life. The mosque is a centre for religious and social activities that have multifunctions and a means of developing social capital not only for the scope of worship in a special sense but also for broad worship activities for national and regional development as a form of da'wah bil hal. The synergy between the role of the mosque as a centre for community empowerment and family functions that must be carried out and supported by the presence of lecturers and students who carry out community service can accelerate the achievement of the intended World Class University (WCU).

Lecturers who wish to participate in mosque-based community service and become field supervisors (DPL) do not do so through appointment but through online registration. When all procedures have been fulfilled, the lecturer is given a briefing to gain knowledge about international empowerment. From the findings above, it can be concluded that the community service activities carried out by UIN lecturers have helped the community's economy through mosque-based community empowerment, which gave rise to people's economic activity with the emergence of Kampong Rabbit, Kampong Bamboo, Kampong Kelapa and others.

3.2 CASE RESEARCH FINDINGS 2

3.2.1 Findings on aspects of the general strategy for the development of lecturer professionalism

The general strategy used by Case 2 University to produce professional teaching staff began with the formulation of a long-term strategic plan for the University, which included in the strategic plan the direction of lecturer development by the University's development direction. The University has a long-term plan from 2011 to 2030. The development of the University until 2030 is divided into four stages 1) 2011-2015 as the Transition and Reform stage as a Public Service Agency (BLU) is the implementation

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stage of various reforms planned with the spirit of the learning university, namely self-organization through sustainable institutional and human resource management, 2) 2016 - 2020 as the Consolidation and Reorientation stage is the consolidation stage for the implementation of a new institutional arrangement oriented towards the development of a solid educational and non-educational sector with the support of a sound management and funding system in this stage has also planned an integrated physical development system in consolidating UM towards International Higher Education, 3) 2021-2025 as the General Autonomy stage is the stage for implementing the University to become an independent corporate higher education institution that is stable and upholds the principles of autonomy, transparency and accountability, 4) 2026 - 2030 as the Improvisation stage is the stage of implementing UM to become an established tertiary institution that has high organizational resilience and has strong internal and external competitiveness.

From that strategic plan, visions and missions are created. There is a voice to make the University a reference university with a vision and mission statement. To achieve the vision and mission, the University uses five development principles that give full attention to all parties to develop. Development is based on the following five principles. (1) System thinking is a framework that provides an opportunity for all parties within the University to learn that the University is a unit consisting of different objects. (2) Personal mastery, namely the commitment of each individual to the learning process so that each person has reliable abilities in the field he is engaged in. (3) Mental models, which are assumptions, principles, and generalizations that are tightly bound together by each individual and organization that influence how to understand MU. (4) Shared vision, namely the alignment of thought patterns, attitudes, and patterns of action to achieve a shared vision that can create a shared identity in an atmosphere of togetherness. (5) Team learning, namely the accumulation of individual learning that animates all team members in developing open communication and sharing meaning and understanding. Meanwhile, the development program carried out by UM in the 2015-2019 period was formulated as a Strategic Vision "GURU," which is translated into excellence and reference.

How to have professional lecturers so that for a big strategic vision, there is a necessity to have a research road map; outside of professors, there is a policy for lecturers to have expertise in their field. To maintain its academic capabilities as a lecturer, the method used by the University is to form a KBK, which is an extension of the Expertise

Group. So KBK is a group outside of professors; lecturers with doctoral educational backgrounds or below form a group of areas of expertise (KBK). In each department, there are lecturers whose knowledge is by their specialization. The existence of this KBK policy is a strategy used by UM so that lecturers are professional in the field of expertise. So that the themes of teaching, research and community service are included in guiding students related to the theme of their expertise. So, the KBK starts with its teaching duties, the second of which is research, guiding student thesis, and testing. The University always encourages lecturers in the academic field to conduct research, dedicated to writing scientific papers to focus more on the work he is involved in, meaning that their expertise is the most prominent where it is not as long as there is dedication or research topic he participates because of this also to guarantee the area of expertise and to assist so that if the person concerned is promoted, the credit score is clear so that if it is dedication, or scientific work up to what he teaches is appropriate. Because the University does not want lecturers who hold subject x, but what they are involved in is z, the research results cannot enrich the insights and content of learning.

Suppose the lecturer has become an expert in a particular field. In that case, it will make it easier both for internal purposes in terms of its relation to the Tridharma or to promote the potential of the University to the outside world. The units that develop lecturers according to their expertise are in their respective units; the Quality Assurance Institute is only a controller, not an executor; the development is in their respective units in the Faculty. UM carries out the program for lecturer development activities in the form of 1) increasing the involvement of lecturers in various scientific events at the national and international levels, 2) developing a conducive and active learning community at various levels (expertise groups, study programs, faculties, postgraduates, and LP2M) to increase the capacity and productivity of lecturers in academic work. 3) increasing the frequency/constancy, and scope of seminars/symposiums/art product exhibitions/technology held by universities, 4) developing collaborative networks with universities and professional associations to strengthen scientific journals, 5) coaching young lecturers, 6) developing systems for utilizing human resources by external parties, 7) increasing cooperation with universities at home and abroad.

3.2.2 Findings Aspects of lecturer professionalism development strategy in the field of education and teaching

The findings state that the formal education for a UM lecturer is Doctoral, so the University's task is to encourage those still in master status to continue their Doctoral studies, and Doctoral programs must be by their department and field of study and be taken abroad. The reason why you have to go abroad is to be able to learn something abroad and develop insights that are by the needs of the institution. Having a doctoral degree is a must for lecturers, but for those constrained by the age factor, they still need to meet the requirements for study assignments, they are still allowed to get a study permit at their own expense, and the University provides financial assistance. Those who get a study permit must still carry out their main job.

The strategy for developing the professionalism of lecturers in the field of education and teaching apart from continuing their doctoral studies is also through training; this is given because many lecturers have a pure science background, meaning they still need to learn how to teach. UM also improves skills by providing AA, applied approach, and character programs, improving instructional and behavioural skills; in one semester, lecturers are trained on how to teach, how to make evaluation tools, how to manage classes, how to carry out learning, then they practice in their respective classes, it will be observed that at the end of the semester, they will share best practices about what they do even though they have masters or doctoral degrees, as long as they are from pure knowledge they are obliged.

LP3 handles institutions or units that handle character training and AA, while LP2M handles training related to research and community service. After the lecturers receive character and AA training, the performance of the lecturers in the field of teaching will be controlled by the Quality Assurance Unit, and at the faculty level, the lecturers will be monitored regarding their teaching preparation. SAP includes discipline in teaching. Apart from the character and AA training programs, the development program carried out by UM to develop the professionalism of lecturers is to encourage them to be able to exchange lecturers abroad, seeking experience with other universities. Other activities aside from lecturer exchanges are funding from the IDB so lecturers can carry out internships, three-month workshops, or research at universities abroad.

Activities carried out to support the development of lecturers in the field of education and learning, 1) developing research-based learning, 2) improving the quality

of lecturers in implementing quality learning, 3) facilitating lecturer participation in academic and non-academic activities at national and international levels, 4) organizing academic and non-academic activities at national and international levels, 5) developing learning standards, 6) exhibitions of academic products at national and international levels, 7) conducting Lecturer Workload Evaluation (BKD), 8) implementing in Service training, lessons study, and the like, 9) assignment and Provision of Assistance for Further Study abroad and domestically. 10) sending lecturers with status as students to take part in the sandwich program and assisting prospective sandwich program participants, 11) facilitating Prospective participants in the Scheme for Academic Mobility and Exchange (SAME) and Dissemination of SAME results.

3.2.3 Findings Aspects of lecturer professionalism development strategy in the field of research

The findings below are the results of interviews with respondents regarding the University's strategy for increasing the professionalism of lecturers in the research field. The Chancellor's policy is one lecturer for one publication in one year, and lecturers are encouraged to conduct joint research with other reputable universities. Those with doctoral degrees are given facilities to conduct research and upload to international journals for professorships. Doctoral lecturers who want to go to professors are indeed given facilities because the University considers that professors are the locomotive of the University. The policy for one lecturer for one publication is controlled by remuneration; if there are no publications in that semester, the lecturer concerned does not receive 100% remuneration. Even lecturers who can produce reputable journals are given an incentive of 10 million per publication; for those who are not reputable, it is 6 million; for normal national ones, they are included in the remuneration, so there are incentives. Next are findings regarding program activities to improve lecturer professionalism obtained from documentation sources.

The activities carried out are the development of interdisciplinary research through strengthening between lecturers and students and between internal campus non-educational study programs, between domestic universities, and between countries, increasing the capabilities of lecturers on an ongoing basis in the fields of research/development and publication, improving services/facilities lecturers for publications/exhibitions, development of lecturers' research roadmaps, publication of

lecturers' innovative works, development of a research governance system that refers to national higher education standards, development of coaching systems, financing, awards for scientific publications, increased cooperation with research institutions at home and abroad.

3.2.4 Findings of Activity type to support research development strategy

In 2016-2020 include: developing a research theme (grand design) that can be followed up with community service activities both locally, regionally and nationally, increasing the quality and quantity of lecturer research, making collaborations with partners as expert editors of journal articles, increasing the writing of works scientific activities through workshops, workshops, which lead to quality and quantity for journal databases, writing of reference books, monographs, and teaching materials based on research results and community service, increasing the quality and quantity of scientific publications, developing and improving research quality, increasing involvement students in research activities, enhancing research collaboration with other relevant institutions or institutions, training and mentoring in writing scientific publications at national and international levels, developing scientific papers that have the potential to obtain intellectual property rights facilitating intellectual property dissemination and improving internet access services for learning, improving e-journal and e-book services, increasing participation in student work contests in the field of research, developing lecturer competence and professionalism in preparing proposals, carrying out research professionally, producing quality intellectual property, and implementing results useful work.

3.2.5 Findings of lecturer development strategy aspects in the field of community service

The strategy used by UM to increase the professionalism of lecturers is carried out by making a Community Service Strategic Plan. This document is a guidebook for implementing community service. The 2016–2020 UM Service Strategic Plan document has five main chapters. In the Service Strategic Plan document, it is stated that there are several activities related to the development of professionalism. The activity is a quality improvement program that includes basic and advanced-level service workshops/training at least once a year. The basic level service workshop /training is intended for novice

service implementers. Advanced service workshops/training are intended for senior service executors to be able to carry out.

4 DISCUSSION

Aspects of the strategy for developing lecturer professionalism include the part stated in article 60 of the 2005 Teacher and Lecturer Law that in carrying out their professional duties, lecturers are obliged to carry out education, research, and community service as well as in the Guidelines for Information System for Lecturer Career Development issued by the Directorate General Higher Education 2012 stated that the elements of academic activities which are the main duties of lecturers consist of education and teaching, research and community service.

4.1 ASPECTS OF THE GENERAL STRATEGY FOR PROFESSIONALISM DEVELOPMENT

Common mistakes in organizations that want to make improvements but need to determine where the organization is positioned and what changes are desired in the future (Camero and Quinn, 2011). The results of this study inform that the development of lecturer professionalism refers to the road map or the University'sUniversity's long-term strategic plan. Bryson (2005) states that strategic planning has become a way of life for government organizations and non-profit organizations because strategic plans have been proven to increase change, higher organizational accountability and better management; stakeholders are both managers and clients.

The organization exists because there are goals to be achieved; how goals are made and how to achieve those goals is management. According to Robbins (2013), the planning function is to direct organizational goals, create an overall strategy to achieve these goals and develop plans to integrate and coordinate all activities. The university regulates the management of lecturer development by establishing an institution that is given greater authority in managing lecturer development. The institution is a quality assurance agency. As regulated in PP. No. 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education, organising a unit or body of supervisors and quality assurance is obligatory. The authority and job description of this institution in the field of quality for all activities of units in tertiary institutions. So, almost all activities within the tertiary institution must have clear quality standards and

procedures. The institution that is given the authority to manage the quality of lecturers is LPM, while in its management, LMP uses guidelines in the form of BPPD (Lecturer Management Guidebook) as dictum (UIN 2014). BPPD is an implementation guide and basic guideline for managing Human Resources (Lecturers) within the Islamic State University of Maulana Maliki Ibrahim Malang.

Each organization has its values, which become the organizational culture and are understood by all members. Case 1 has the Ulul Albab philosophy, which is the basis for developing lecturers with two senses, while case 2 has the TEACHER's strategic mission, which means Excellence and Referral. Marquardt (2002) states that culture refers to values, beliefs, actions, rituals and habits that help shape behaviour and patterns of perception in organizational culture, making learning an integral part of all organizational functions. Robbins (2013) says that culture emerges starting from the founders' philosophy and continues to influence those who join later, along with the organisation's growth. Lapina (2015) said that organizational culture directly influences organizational effectiveness and performance. The stronger the organizational culture, the more effective the organization. Campus organizational culture is the foundation for quality management and is directly related to development programs. Two types of lecturers are allowed to develop their abilities and professionalism at the expense of being borne by the UniversityUniversity, namely PNS lecturers and BLU lecturers. Equal treatment in terms of funding by the UniversityUniversity can provide job satisfaction for lecturers. Robbins (2001) explains that job satisfaction is a person's general attitude towards his work. Nasser (2010) also said that lecturer satisfaction in development programs is very important for designing and improving future development programs.

4.2 ASPECTS OF DEVELOPMENT STRATEGY IN EDUCATION AND TEACHING SECTOR

The quality of learning for students is very determined and closely related to lecturers. In learning with students in the lecturer class, it is required to have professional skills in their field and have educational, personality, professional and social competencies. The aim of developing the professionalism of lecturers in teaching is to increase the quality and quality of learning with students and increase productivity and work to become more competitive. To achieve this expectation, one of the efforts is to require lecturers to obtain education with the highest qualifications (S3); as suggested by

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Bubb (2007), sustainable development of lecturer professionalism can be carried out by continuing education, assistance and training. Lecturers who are competent at first will no longer be competent in the future (Skinner, 2005) because basic knowledge about teaching strategies (pedagogical content knowledge), knowledge about the subjects being taught (content knowledge), and knowledge about the curriculum (curriculum knowledge) undergoes very significant changes. Quickly, so lecturers have to keep learning. Robbins (2001) correctly says that many organizations spend millions to finance formal employee training. Neil (2003) states that there are three areas of knowledge about courses, namely teaching strategies (pedagogical content knowledge), knowledge about the subjects being taught (content knowledge), and curriculum (curriculum knowledge). With the declaration of campus case 1 and case 2 as a world-class university, more than knowledge of the three fields of knowledge must be applied in lectures if the lecturer's ability matches it in foreign languages. So, it is appropriate if you want to increase the competitiveness of institutions; lecturers need to be equipped with foreign language skills. As suggested by Kamaruddin (2010) from the results of his research, lecturers need to improve their English skills, especially listening, speaking and writing skills, as a form of professional development.

4.3 ASPECTS OF RESEARCH DEVELOPMENT STRATEGY

Lecturer professionalism in research is one of the demands that must be met in addition to the fields of education and teaching. Research is an activity carried out according to scientific principles and methods in a systematic way to obtain information, data and information related to understanding and testing a branch of knowledge and technology, Kemenristek Dikti (2006). The task of conducting research is a task in the field of research and development of scientific work in SI-PKD (2013), which can be carried out by producing scientific works, translating/adapting scientific books, editing/editing scientific works, making plans and patented technological works, and, making technological designs and works, designs and monumental works of art/performing arts/literary works. To reach the level of professionalism mentioned above, the lecturers in case findings 1 and 2 were given training in qualitative and quantitative research, which also provided insight into the methodology. Lecturers are also given an orientation to the development of research fields and research schemes. This research scheme is to provide clusters of expertise as researchers, while the classification

is to provide levels of expertise as researchers, starting from young researchers to middle and expert researchers.

4.4 ASPECTS OF DEVELOPMENT STRATEGY IN THE SERVICE SECTOR

The third aspect of the Tridharma of a lecturer is community service. Professional skills are needed so that community service can contribute and add value to society. Professional lecturers understand that research is an activity carried out according to scientific rules and methods to obtain information, data, and information related to understanding and testing a branch of knowledge and technology, as stated in the Ministry of Research, Technology and Higher Education document (2006). The task of conducting research is a task in the field of research and development of scientific work in SI-PKD (2013), which can be in the form of producing scientific work, translating/adapting scientific books, editing/ editing works scientifically, making patented technological plans and works, and making technological designs and works, designs and monumental works of art/performing arts/literary works.

To carry out professional service assignments, lecturers are equipped with workshops/training for basic level service and advanced level service and are guided by the service strategic plan and standards starting from planning, implementation and reporting. Dikti (2014) states that the main task of lecturers in implementing the Tridharma of higher education is a unified dharma or activity because the three dharma can only be distinguished but cannot be separated because they are interrelated and support each other.

5 CONCLUSION

Lecturers are one of the determinants of the success of learning in Higher Education; professional lecturers will positively impact campus residents, society and the progress of a country. Three main tasks of lecturers must be carried out professionally: education and teaching, research and community service. The general strategy used in the development of the program for lecturer professionalism is the formulation of a roadmap or long-term strategic plan for the university; the strategic plan is reduced to a vision and mission, the appointment of an institution that is given more authority in managing the quality of lecturers, and there is a guidebook for managing lecturers. Then, the campus

also has a scientific philosophy, which will become the soul or spirit in the lives of campus residents.

In the field of education and teaching, lecturers must achieve the highest formal education, namely the doctoral program, and be given opportunities to gain knowledge in the form of assistance, educational training, foreign languages, integration of science and religion, training and other training as well as performance evaluation. In the research aspect, lecturers are trained in qualitative and quantitative research; there are six points of research orientation, research scheme, and research classification. In the service aspect, programs are made that touch the point of community needs and debriefing for lecturers is given before they are deployed to the community. As an important element of supporting professionalism in the tri dharma above, the university has financial support for civil servant lecturers and BLU lecturers.

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