PERFORMANCE LECTURER’S COMPETENCE AS THE QUALITY ASSURANCE

Drs. H. Akbar Ali, M.Si.
Institut Pemerintahan Dalam Negeri, Indonesia

Abstract

The quality assurance system is a management system to direct and control an organization in making a policy, target, plan, and quality process and procedure and also its continual improvement implementation, which consist an organization structure, responsibility, processes, procedure and resources which are used to reach the standard which has been settled based on stakeholders and organization’s need and requirements. The quality assurance in an organization is an internal and external demand. The quality assurance is a routine task and has to be done continually and it is not an ad hoc activity. A lecturer’s competence is a lecturer’s ability in implementing his obligation appropriately. In this case, the lecturer’s competence will have an impact to lecturer’s performances and achievement and will give a contribution to a quality of a university and its alumni.

A lecturer’s performance will give a big impact to the education implementation effectively. A lecturer’s performance as an educator should be accomplished effectively so that it will be able to support the dynamic and effectiveness of education process.

Key words: Performance Lecturer’s Competence, Quality Assurance Lecturer

1. Introduction

Organizational leaders who assess the work performance are the direct supervisor for lecturers’ performances and also as indirect supervisor for lecturer’s additional tasks. In addition, the head of personnel is also entitled to provide an assessment of work performance of all lecturers in accordance with existing data in personnel. Performance can be viewed as a combination of (a) work (what must be achieved by someone) and (b) competence (how does one achieve it).

Cascio (1995: 268) suggests that the general purpose of performance assessment are (1) to improve the performance of lecturers by helping them to realize and use their potential role in realizing the objectives of the organization; and (2) to provide information to lecturers and managers as a basis for taking decisions relating to employment. In particular, the usefulness of performance appraisal systems are: (1) as the main input in the application of reward and punishment in a formal system, (2) as a criterion to validate the test, (3) provide feedback to the lecturer, so it can serve as a vehicle personal and career development, (4) determine the purpose of the training program, (5) assist in diagnosing organizational problems. Abilities in performing duties of Tridharma (three obligations of university) which can further illustrate the lecturers’ performance standards. Fortunato and Waddel (1981) summarize the lecturers’ performance standards in the table below.

Table-1: Lecturers’ Performance Standards

<table>
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<tr>
<th>Responsibility</th>
<th>Performance Standards</th>
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<tbody>
<tr>
<td>Education and Teaching</td>
<td>a. Meets all classes on time.</td>
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<td></td>
<td>b. Provide service assistance / guidance to students at a given time.</td>
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<td></td>
<td>c. Renew the lecture material on a regular basis.</td>
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<tr>
<td>Research and Development</td>
<td>d.</td>
</tr>
<tr>
<td>a.</td>
<td>Designing and conducting both group and independent research.</td>
</tr>
<tr>
<td>b.</td>
<td>Making scientific work or research report accurately on the basis of scientific terms.</td>
</tr>
<tr>
<td>c.</td>
<td>Presenting papers in scientific discussions, seminars majors and lecturer, regional, national, and in international.</td>
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<tr>
<td>d.</td>
<td>Write scholarly books.</td>
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<tr>
<td>e.</td>
<td>Guiding student research.</td>
</tr>
<tr>
<td>f.</td>
<td>Reviewing recent scientific materials such as research results.</td>
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| Devotion to Public | a. | Provide training, outreach to the community both benefits about areas of specialization as well as those related to community development issues in general. |
| b. | Taking an active part in solving the concrete problems facing society and the environment. |
| c. | Writing community service work. |

Relations and the work of lecturer performance are achieved with the following four steps: (1) Lecturers should make a clear and understandable performance, (2) There should be competence to perform the job successfully, the explicit criteria or job, special people who have been prepared and is known by the selectors, (3) there is a provision (facilities) which are planned for the assessment of all competencies required, namely the stages of technical review that has been submitted and is clear scheduled, (4) there is a clear policy on how to reach the final decision and how the final stage of the procedure ensures that all evidence of earlier stages have been collected and considered even before doing the assessment.

2. Literature Review

Kanter (1995) suggests the importance of competence with the statement that anyone who wants to survive in a global era, must have the property as owned by the key actors in the global economy, namely: conexcollege, competence, and connection or networking. As with any opinion Kant, a study conducted Hartanto (1998) regarding the understanding of human competence revealed the following elements. First, intellectual competence. This element relates to one's professional abilities which are realized in the form of; knowledge that is considered as a reflection of intelligence which is built through a process of education; skills usually associated with the talents and developed through training; abilities (capabilities) are usually associated with physical ability and endurance of a person in work experience activities which gained through relevant work experience and deep understanding of business environment conditions and work environment. Second, the competence of network collaboration. This element is formed from a cooperative relationship among organization members, partners, and other interested parties that would give their commitment to move forward together with people who have such networks. Third, the competence credibility. This element needs to be
developed in a sustainable manner given the organization's existence in a changing environment.

In the organizational perspective, Senge (1994) suggests the development of competence by submitting a five-discipline to maintain the viability of the organization and develop a learning organization. The fifth discipline that must be owned by members of organizations, whether they are business and public, learners are itemized below. First, systems thinking, the ability to think systematically, covering the meaning of the ability to always think and act on a comprehensive approach, and able to weigh the elements of systemic or interrelated. Second, personal mastery, namely the degree of working ability or expertise of each member of the team, including the meaning and spirit to find the work process better than before and the degree of working ability or expertise of each member. Third, shared vision, namely the ability and willingness of each member of the team to grow the commonality of view of the future and is committed to raise awareness, including the meaning of the agreement of all team members to make the learning process or the range of vision as the daily work habits. Fourth, mental models; it is a harmony which values espoused in addressing the learning process. Fifth, team learning, namely the ability and willingness to learn and work together in teams, including the meaning of the degree of the spirit of all team members to teach each other in various ways and degrees the ability of all team members to learn and work together as a single unit.

The components of competence that must be possessed by educators elaborated by Johnson (in Ma'mun, 1996) include the following. First, the performance component. This component consists of several behaviors that are displayed in work activities (learning process), which is the totality of knowledge, skills, processes and values to make decisions for personal appearances in achieving learning goals. Second, teaching subject component. This component is combined with science learning objectives. This component consists of facts, ideas, values, processes and / or skills in which the lecturer seeks to help students acquire it. Third, teaching process component. Contains learning process that enables these components are used as a reference for a number of techniques to produce humane ideas, designs, strategies, decision making, and evaluating the progress of learning outcomes. Fourth, personal adjustment component. Contains basic elements of the adjustment between the individual characteristics of educators and job performance in accordance with the demands of its competence. Adjustment process involves the practice of skills, attitudes, creativity, and efforts to improve themselves and reduce the weaknesses that do not fit the look of competence. Fifth, the professional teaching component, a basic source of information in the form of set of theory and practical in education as a professional reference. This component includes educational philosophy, educational sociology, educational psychology, curriculum, test and measurement, learning management, media, education, and so on. Sixth, the component attitude which contains the quintessence of the elements of attitudes, values and roles that are important to base all the competencies of educators.

Furthermore, Spencer & Spencer (1993: 105) classify competencies into six groups and each group contains a number of competencies so that the entire groups have 36 competencies. Some of these competencies cited by Kusumastuti (2001). First, the passion to excel and act (achievement and action) that covers the competency: (1) orientation to achievement, (2) attention to neatness, quality, and accuracy, (3) initiative, (4) search and information gathering. Orientation of a person to achieve a degree of concern or effort to excel in his work so he tried to work with either standard or above. Competence is reflected in the orientation to the outcome, efficiency, standards, improvement, entrepreneurial, and ocollegeimization of resource use. Attention to neatness, quality and thoroughness of a boost in a person to reduce the uncertainty in the work environment, particularly with regard to the availability and accuracy of data and information. These competencies include monitoring; clarity, and reduce uncertainty.

Second, the service capability includes the competencies empathy and orientation on customer satisfaction. Empathy means the willingness to understand and listen to things that are unspeakable, or understanding of the thoughts and feelings of others. Orientation on customer satisfaction is a willingness to help and serve the needs or expectations of customers / others. Third, the ability
to influence others who covers the competencies: (1) Support and influence, (2) organizational awareness; (3) establish a working relationship. Competence (1) is the ability to persuade, convince, influence or cause a good impression on others so that others want to support her ideas. Competency (2) the ability to understand the relationships of power or position in the organization, identify the people who contributed to or influence in decision-making, and the ability to predict the effect of a situation-condition to the fate of individuals or groups within the organization.

Fourth, managerial skills with a range of competency as follows: (1) the ability to give support, (2) the courage to give orders and take advantage of positions of power, (3) teamwork and cooperation; and (4) leadership group. Competence (1) is the ability to encourage the development or learning of others. Competency (2) is the ability to govern and lead and direct others either because of ability or because of his position of power to do something in accordance with the goals of the organization. Competence (3) is the ability and willingness to work with others in a work group or be part of a working group. Competence (4) is an ability and willingness to act as group leader, usually shown in a position of formal authority.

Fifth, the power of thought that includes the competencies: (1) think analytically, (2) conceptual thinking, (3) technical expertise. Competence (1) the ability to understand the situation or problem with the way down into parts that more detailed, or the ability to observe the implications of a situation step by step based on the understanding and knowledge of the past. Competency (2) is the ability to understand the situation or problem by looking at as a whole, including the ability to identify underlying issues in complex situations. Competence (3) is the acquisition of explicit knowledge in the form of expertise or skills to complete a job and the motivation to develop, deploy, and distribute knowledge and skills to others. Sixth, the effectiveness of individuals that includes the competencies: (1) self-control, (2) confidence, (3) flexibility and (4) commitment to the organization. Competence (1) is the ability to control emotions so as to prevent negative behavior, especially when faced with a challenge or rejection from others or when working under pressure. Competency (2) is the person's belief in his ability to accomplish a task or job. Competence (3) is an ability to adapt effectively in various situations, the ability to understand and appreciate the differences in perspective with something; the ability to change or easy to adapt a change in organization and work. Competence (4) is a willingness to adjust one's attitude or behavior, or perform actions that support the needs, priorities, and goals of the organization.

3. Methodology
   a. Research Design

Social research is essentially a systematic attempt to explain social phenomena by looking at the relationship between variables (Effendi, 1989: 31). Therefore to understand the relationship between variables, it is necessary to understand the relationships among the elements of research that includes concepts, variables and hypotheses. Operational variables and hypotheses are described more specifically in the empirical stage. Furthermore, to explain phenomena in social research requires two science instruments of logic or rationality and empirical observation or fact. Understanding of social reality must be logical, common sense and be acceptable in accordance with the object being observed. Based on this, the research methods used in this research is descriptive method with quantitative approach. Descriptive research method is the method used in research to analyze the events that occurred during the study. While that is a quantitative approach is the approach used in the study by measuring the indicators in order to obtain a picture of research variable relationship between these variables.
b. Structure Research

(1) Instrument Design Research

<table>
<thead>
<tr>
<th>Variables</th>
<th>Concecollege</th>
<th>Dimension</th>
<th>Indicators</th>
<th>Scale</th>
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</table>
| Professional competence (content of knowledge) $X_1$ | Someone’s professional ability which is realized in form of knowledge that is considered as reflection of intelligence built through the process | Mastery material Matter lecture | A. Prepare and develop materials, teaching materials.  
B. Mastery of teaching materials.  
C. To think scientifically in response to a phenomenon happen. | Ordinal |
| education, skills, ability, work experience | concecollege-concecollege scholarly lecture material | A. Having knowledge as a reflection of intelligence constructed through a process of education.  
B. Scientific concecollege teaching materials.  
C. Skills are usually associated with talent and developed through training. | Ordinal |
| educational foundation | A. Having the knowledge and expertise in his profession.  
B. How to get started with an appropriate or special education with the profession.  
C. Meet the requirements that have been standardized by the authorities.  
D. Received recognition from the community or country. | Ordinal |
| Appearance of a positive attitude on the situation of working as a lecturer and the situation | Educational processes and student learning | A. Meet all appropriate lectures in time.  
B. Provide support services / guidance to students on specified time.  
C. Renewal of lecture material on a regular basis.  
D. Prepare and develop exam materials.  
E. Discuss test results with students as an aid positive feedback.  
F. Gave a lecture effectively.  
G. Creating facilities for the implementation of class discussions or student learning activities.  
H. Can summarize the course material as | Ordinal |
| Personal competence (behavioral skills) $X_2$ | Education credibility competency; human competence need to be developed on an ongoing basis because the changing of environment within the organization | set out in plans and syllabi lectures.  
I. Using a variety of learning media to clarify and raise interest in student learning.  
J. Guiding students in activities such as student seminars, scientific reports, manufacture of paper and activities other academic | Ordinal  
Ordinal | Ordinal  
Ordinal | Ordinal  
Ordinal |
|---|---|---|---|---|---|
| A. Having behavior, self-conceccolege, motive, knowledge and skills related to the characters.  
B. Emotional commitment to professionalism and willingness to act professionally.  
C. Have the attitude, ability and willingness in the face of the work which ultimately relate to his performance.  
D. Correlations between the characteristics of individual lecturers with the appearance accordance with the demands of work of its competence.  
E. Able to complete a task or employment.  
F. Adjustment process involves expertise, attitude, creativity and efforts to improve and reduce weaknesses that are not accordance with the display of competence.  
G. Have the techniques and procedures rests on an intellectual basis.  
H. Has a strong philosophy to account work, as well as steady in address and implement his work.  
I. Having techniques and scientific procedures as well as a high dedication in addressing the problem of employment and based on an expert attitude.  
J. Have the skills and abilities of rational thinking.  
K. The existence of a clear code of ethics provisions.  
L. Restraint of emotional attitude which voluntarily by yourself.  
M. Be careful in meeting the needs. |
|   |   | N. Continuous development through forums, conferences, seminars and others.  
|   | O. Become a member within the group who has special skills (association).  
|   | P. Foster a belief that continue to be held between the professional people as a profession  
|   | Understanding the values that should be embraced by a lecturer and an attemcollege to make himself as a role model and example to students  
|   | A. Appearances in doing work in accordance with the profession.  
|   | B. Have a special education for a lecturer.  
|   | C. Meet the requirements that have been standardized by the authorities.  
|   | D. Have the expertise and certain skills.  
|   | E. Based on a scientific discipline which is certain, clear and explicit.  
|   | F. The ability to control emotions to prevent the negative behavior.  
|   | G. Have autonomous responsibility.  
|   | H. Understanding the values that should be adocollegeed by a lecturer.  
|   | I. Efforts to make themselves as role model and exemplary to students.  
|   | J. Received recognition from the community or country. |
| Social competence (human relations skills) \( X_3 \) | This competence Formed from the collaboration among members organization. Transmigration a partner of the other side concerned and willing to provide commitment to advance together with people who have the networking | Ability to adacollege to the goals and work environment while performing their duties as a lecturer | A. Physical ability and endurance which relevant as well as understanding the decollegeh reviews of environmental conditions of work. 
B. Skills to communicate with empathy and skill to work together. 
C. Being able to interact with the organization 
D. The ability to adjust to work purposes and the environment when performing duties as a lecturer. 
E. The ability to adjust the effectiveness in various situations. 
F. The ability to change or ease of receiving a change within the organization or job. 
G. Skills in developing relationships between lecturers and humane his students. 
H. Has a function and social significance is crucial. 
I. Cooperative relations among members of organizations, partners and other parties which are concerned. 
J. Want to give a commitment to organization to move forward together with people who have networks of them. |
|---|---|---|---|
| Y Lecturer’s Performance (as a guarantor of quality in the education process) standards of quality assurance | Professional, in accordance with the objectives set, continuous improvement, quality leadership, has attitudes and responsibilities as professional lecturer, sustainable development. | The quality in the process of education | A. Professional, competency in the scientific field. 
B. Implementation of academic tasks oriented to meet intended purpose. 
C. Commitment to quality. 
D. Continuous improvement. 
E. Leadership quality, which can lead the teaching-learning process. 
F. Has the nature and responsibilities as a professional lecturer. 
G. Development of lecturers in universities is the continuous process as well as a lecturer’s own responsibility and organization in which it resides. |

b. **Population and Study Sample**

(1) **Determination of Study Sample**
Because the population of more than 100 people, then the sampling in this study use a random sample. While the sampling technique use the Slovin formula (Al-Rashid, 1994) as follows:

\[ \eta = \frac{N}{1 + N(e)^2} \]

Descricollegeion:
N = Number of population
\( \eta \) = The total sample size drawn
(e) = The critical value (10% tolerance)

Based on the formula, then the sample size that can be used in this study can be calculated as follows:

1. Samples for lecturers STIA LAN Bandung:
   \[ \eta = \frac{129}{1 + 129(0.1)^2} = \frac{129}{2.29} = 56 \] people

2. Samples for IPDN lecturer:
   \[ \eta = \frac{140}{1 + 140(0.1)^2} = \frac{140}{2.4} = 58 \] people

3. Samples for lecturers STIA LAN Jakarta:
   \[ \eta = \frac{326}{1 + 326(0.1)^2} = \frac{326}{4.26} = 76 \] people

After a total sample size lecturers obtained, the next step is to determine the random sample size of each level of the population using the formula of Harun al-Rashid (1985: 31) as follows:

\[ \eta_i = \frac{N_i \times n}{N} \]

Descricollegeion:
N = Number of population
\( Ni \) = The sample size of each level / category
\( \eta \) = Total sample size of lecturers

4. The Findings and Discussion
5. Performance Lecturer’s Competence as the Quality Assurance

Lecturers are teachers at higher education institutions. Said the teachers presented here, first because that's really the basic meaning of the word professor, and two with the expression of percecollegeion that sometimes arise in a society that other lecturers (more respectable) than the teachers would be lost (Tampubolon, 2001: 173). The word comes from the Latin professor Doceo, which means to teach, explain, or prove. Doceo words have the same root word with the doctor (ie doc-), and this word means teacher, scholar, or scholars. The term of “guru” (teacher) was taken from the Sanskrit which means leader or teacher in the spiritual life (religion). More interesting and worth noting with respect to the meaning of it is spiritual leadership. In other words, the term implies a lecturer and teacher of high morality. The meaning is often overlooked and understood by the various parties, including lecturers and teachers. Neglect and lack of understanding become some of the reasons of the declining status of teachers in society, which in turn leads to deterioration of the quality of education generally.

Lectureship as an educator is a very strategic position in supporting the process and results of the overall educational performance. Therefore as an educator, lecturer is a gateway and also the representation of the condition and performance of education. This implies that the performance of a professor will give a lot of meaningful influence to the realization of an effective educational performance. In this connection, the performance of lecturers as educators must be effectively realized to support the dynamics and the effectiveness of the educational process. Performance of a professor supported a number of specific competencies based on the quality of personality. In order to make that happen, a lecturer must understand the things relating to the personality performance and controlled a number of underlying competencies.

Lecturers’ performance cannot be separated from the discussion of quality of the lecturers themselves. Quality is a term that relates to the perspective and point of interest of use of the term. Sallis (1993: 21) cites the opinion of Pfeffer and Coote who call quality as the concecollegeion of a "slippery" (a slippery concecollegeion). The difference occurs because the concecollegeion of quality is the absolute opposite of the standard (absolute
concecollege) and a relative standard (relative concecollege). Absolute standard assumes that quality is a thing of beauty; truth is definitely and without compromise.

a. Contribution to the Performance of Lecturers’ Personal Competence

Dale (1999) explains that the performance of employees or lecturers often associated with behavior and attitude toward their job assigned to them. Performance of employees or lecturers can be interpreted as a condition or a certain level that can be achieved by individuals / groups in executing a task that becomes the load. By watching and observing the attitude and behavior towards staff or lecturer job, it can be seen to what extent they have been working effectively. To achieve the ultimate goal, the organization will always strive to maintain and improve the performance of employees or lecturers in their work. Then Stoner (1996) adds that the performance is shown by employees or lecturers’ work performance. The performance is a result that can be achieved in carrying out the tasks assigned to them based on skill, experience, and sincerity as well as the available time.

b. Contribution to Lecturers’ Performance of Social Competence

Kanter (1995) suggests the importance of competence as a must-have a key factor in the global economy, namely: concecollege, competence, and connection or networking. This is added by Hartanto (1998) which says that in addition to intellectual competence, network competence is also required cooperation. This element is formed from a cooperative relationship among member organizations, partners, and other interested parties that would give their commitment to move forward together with people who have such networks. Furthermore, Spencer & Spencer (1993: 105) state that in influencing others, it is covering the competencies of: (1) support and influence, (2) organizational awareness, (3) establish a cooperative relationship.

Omstein added (1980: 50) that relates to one's own competencies, specific competencies are required as part of the behavior that can be explained by the management required in a manual or in the overall assessment system of educator. Hartanto (1998) describes also the study of human understanding of competence have elements other than intellectual competence and credibility of competence, network competence is also required cooperation: These competencies are form of cooperative relations among members of the organization, partners and other interested parties and have committed to move forward together with people who have such networks. It is also added by the Education Ministry (2002: 10) that the social skills which include communicating with empathy skills (communication skills) and skill to work together (collaboration skill) are required by a professor.

c. Personal Competence Contribution to Professional Competence of Lecturers

Organization of higher education is assumed as an open system organization, and is seen as a service industry. Thus the quality of higher education determined how the college gives its services to the customer. College organizations tied to the values of society, so that the college should be able to analyze, predict the situation, adacollege, act, and relate to environmental and community values. Effective education is characterized by the figure of the professional lecturers who are always improving their competence. In this case the lecturers are responsible for contributing the growth of science, intellectual development of students, forming opinions, and improving the quality of higher education.

As an integral part of accountability and quality of higher education, lecturers’ performance in carrying out tasks of tridharma (three obligation) of colleges should be characterized by: (1) professional, in the sense of competence in the scientific field, (2) ensure that academic tasks are done to meet the goal oriented which has been established, (3) commitment to quality, (4) continuous improvement, (5) leadership quality, which can lead the process of learning, (6) has the attitude and responsibility as a professional lecturer, and (7) the development of lecturers in college is a continuous process as well as the responsibility of the lecturer's own and the organization in which it resides.
d. Contributions of Lecturer Social Competence to The Professional Competence

College as an educational institution has potential of human resources and change agents in society that needs to consider its resources, especially lecturer, because there will be a lot of things to do on the issue of quality in higher education with matter how lecturers teach as educators and how students learn. Lecturer is one vital component, the prime mover as a factor of success on the education system and teaching that will ultimately affect the productivity of universities. The concecollege of the lecturers’ performance include professors’ ability level on achievement. In the event that includes social skills, Natawidjaja and Sanusi (1991) explains that the lecturers’ social ability form a cooperative relationship among organization members, partners and other parties with an interest in their profession, credibility and able to deliver their commitment to move forward together with people who have such networks. Therefore, as a professional, lecturers are required to have social skills that include: the ability to adjust to the objectives and work environment while performing their duties as lecturers.

Effective education is characterized by the figure of the professional lecturer who always improving their competence. Lecturers as educators in universities are responsible in contributing the growth of science, intellectual development of students, forming opinions and improving the quality of higher education. In this connection, lecturers’ competence will impact the performance of achievements of lecturers, which in turn will contribute to the performance of colleges and the quality of its graduates. Lecturer is a "front line provider and determine the quality of service delivery system". The key to higher education quality is determined by the quality of lecturers. However, this can be achieved if the work environment where lecturers’ work can encourage lecturers to excel, this is in accordance with the opinion of Stoner (1996) that the performances or work performances of lecturers indicated the result which can be achieved in carrying out the duties imposed to them based on skill, experience, and sincerity as well as the time available, driven by a pleasant working environment as a key driver of the lecturers to produce peak performance, and specific strategies that needed to create a conducive environment, and professional lecturers must be able to adjust to the works environment and the environment at the time of performing their duties.

e. Personal Contributions to Lecturers’ Social Competence

Effective education is characterized by the figure of a professional lecturer who always improving his competence. Therefore, a lecturer in addition to professional knowledge formed through a considered reflection of intelligence that is built through a process of education, ability, and understanding that are also relevant to the work environment. A lecturer needs to have a good working relationship with members of other organizations, maintaining partnership with other interested parties, maintaining credibility, and giving his commitment to move forward together with people who have such networks.

Correlations between the characteristics of individual of professors with job performance must be tailored to the demands of their competence. This adjustment process include: skills, attitude, creativity and efforts to improve and reduce the weaknesses that do not correspond with the appearance of competence. These include: the appearance of a positive attitude on the situation of working as a lecturer and educational situation, an understanding of the values that should be embraced by a lecturer and an attemptcollege to make himself as a role model and example for their students.

f. Lecturers’ Performance

According Mondy and Noe (1995), the performance appraisal is a formal system to check/review and evaluate the performance of a person periodically. Cascio (1992) defines performance assessment as a systematic descriccollegieon of the strengths / advantages and disadvantages associated with the work of a person or a group. Thus, there are varieties of factors of the performance appraisal, namely: (1) human rated, which has advantages and disadvantages, (2) assessment carried out on a series of specific benchmarks are realistic, directly related to one's
duties and the established criteria and applied objectively, (3) results of the assessment must be submitted to the lecturer who assessed, (4) the results of assessments conducted at regular intervals is neatly documented in the personnel file, and (5) lecturer assessment results to be input in any decisions regarding to lecturer mutation.

Performance can be viewed as a combination of (a) work (what must be achieved by someone) and (b) competence (how does one achieve it). Following purposes may be considered if you want to determine the performance appraisal system, namely: (a) set targets that can be accedcolleeged by those whose achievements will be assessed, and implemented in an atmosphere that characterized by open communication between superiors and subordinates, and seek unity in action, (b) use performance measures that are reliable, open and objective, to compare actual performance and planned, as well as providing feedback for the person that being assessed, (c) if less than oculateimal performance, after going through various steps before, arise the need to specify and agree personal development plans of people who can be assessed based on the assessment of training needs and personal development, (d) make provision for the allocation of extrinsic rewards that follow the assessment process, (e) promise the desired results in the form of compliance faculties staff, full utilization of the capacity of individuals, changes in institutional culture and the achievement of organizational goals in a condition when there is harmony between individual and organizational objectives, and (f) recognized that the achievement of management is in the heart of the general management process.

John L. Hradesky (1995: 237) provides criteria for individuals who are performance oriented. Here is the definition of performance criteria that are very useful(1) Intellectual ability. The capacity to think logically, practically, and analytically that consistent with the concecollege as well as the ability to express himself clearly.(2) Assertiveness. Analyzing the possibility and have a definite commitment to the choice of rapid or short, fast response and have a definite career planning.(3) Anhuiism spirit. A capacity to work actively. This is a tendency to express positive attitudes, emotions and spirit.(4) Results-oriented. Intrinsic desire and commitment to achieve a result and complete what was started by him. (5) Maturity. An appropriate attitudes and behaviors. An ability to exercise emotional control and self-discipline.(6) Assertive. An ability to take over responsibility.(7) Interpersonal skills, friendly, responsive, and emphasizing each person to respond. A tendency to pay attention and show concerning, understanding, and the feelings to others.(8) Openness. An ability to express opinions and feelings honestly and shows what they really are and being direct.(9) Curiosity. An ability to perform complicated efforts with objectively and concisely. Assessing an event or person is critical.(10) Proactive. Ability to conduct their own initiative, anticipate problems and accedcollege responsibility in carrying out any work.(11) Empowerment capabilities. The ability to trust and provide hope, hints, and authorizes the others to carry out their respective responsibilities.(12) Technical. Knowledge, skills, decisions, behavior, and responsibility.

Lecturer related to the performance capabilities in the areas of teaching, research, and community service. Field of education and teaching is one of Tridharma (three obligations of colleges) that focused on the implementation of the learning process. Implementation of the work in this area largely consists of three stages: (1) stage of readiness to perform lecturers’ tasks which indicated to the planning of teaching, (2) phase of the implementation of teaching procedures that have been prepared on the basis of planning, and (3) The third stage relates to the ability of lecturers in interpersonal relationships.

6. Conclusion and Implications
   a. Conclusion

Professional lecturers actually refer to efforts made by lecturers as a realization of the role as educators and learners in colleges. Thus, professional development of lecturers can be interpreted a broad effort to improve the competence, quality of academic learning and the role of lecturers in colleges. The development of lecturers is a core part of institutional development, and covers most of personal development, professional development, organizational development, and community development.
Professional development of lecturers in this study includes three competencies:

1. Competency standards authority or personality, maturity, and exemplary;
2. Professional competence or ability of lecturers to master the content and teaching methodology,
3. Social competence or the ability of lecturers to conduct social communication, both with students and society. This development was taken from seven areas of competence, which are:
   1. The development of pedagogical competence;
   2. Development of technical competence of information;
   3. Development of management / administration competency;
   4. Development of curriculum competencies;
   5. Development of scientific competence (research and publications);
   6. Development of the evaluation competency; and
   7. The development of personal competence.

The development strategy through specific programs supports the improvement of areas of competence. In the era of globalization, as now, when the world is changing so rapidly, colleges are faced with more complex challenges. Thanks to advances in science and technology, methodology of education is also moving rapidly by relying on methods and cutting-edge technology. In the midst of this situation, there is no other way for colleges to start formulating a comprehensive development program, including the increased professionalism of lecturers.

By continuing to refer to the vision and mission of STIA LAN, Education Quality Assurance System includes:

a. Academic Standards: conformance level courses with the goal of quality, currency of the curriculum, as well as the extent of achievement of the objectives of the curriculum.
b. Quality of learning: lecturer’s quality and motivation, attractiveness and relevance of courses, the effectiveness of teaching methods, course management, student responses as well as content courses students develop knowledge, understanding or competence needed for the required level.
c. Quality support services to students and lecturer by academic and service units by administrative infrastructure.
d. Student achievement levels: results of formal assessment, the level of student satisfaction on the progress of the study, and levels of attainment of graduates (alumni) in obtaining a job and its appreciation.
e. Quality research, consultancy and other academic activities and their relevance to the courses - courses that are offered.

Customer (stakeholders) satisfaction levels. The new paradigm of higher education management emphasizes the importance of institutional autonomy, which is based on accountability, evaluation, and accreditation and boils down to the final destination in a sustainable quality improvement. On the other hand, the trend of globalization, the needs of society and the demands of increasingly fierce competition demands high commitment to the implementation of quality education. Understanding underscores the need for implementing an integrated quality management, including the Education Quality Assurance System to ensure that the quality of education in STIA LAN Jakarta, STIA LAN Bandung, and IPDN which can be maintained and upgraded as planned and promised. The overall quality assurance activity in various parts of the system ensures the quality of products or services produced which are always consistent with the planned / promised. Quality assurance contained in the setting process and the fulfillment of quality standards of education management, including lecturers in it, consistently and sustainably, so that all stakeholders will get satisfaction.

b. Implication

Research results as summarized above contain several implications as follows:

1. Effective education is characterized by the figure of a professional lecturer and is always improving its competence. Lecturers as educators in universities, is responsible in contributing to the growth of science, the intellectual development of students,
forming opinions and improving the quality of higher education. In this connection, lecturer competence will impact on performance or achievements of lecturer, which in turn will contribute to the performance of colleges and the quality of its graduates.

2. Lectureship as an educator is a very strategic position in supporting the process and results of the overall educational performance. Therefore, as an educator, lecturer is a gateway as well as representation of the condition and performance of education. This implies that the performance of a professor will give a lot of meaningful influence to the realization of educational performance effectively. In this connection, the performance of a professor as educators must be effectively realized so as to support the dynamics and effectiveness of the educational process. Performance of a professor's performance supported a number of specific competencies based on the quality of personality. In order to make that happen, then a lecturer must understand the things relating to the performance of personality and controlled a number of underlying competencies.

3. Lecturer is a job or profession that requires special expertise. The presence of educators including lecturers for a nation is very important, especially for the survival of the nation in the midst of the track journey times with the increasingly sophisticated technology and all the changes and the shift in values. This brings consequences to educators including lecturers to enhance the role and competence.

4. Competence is a picture of the qualitative nature of the educators’ behavior or it can be said that educational staff seems very meaningful. Lecturer competence is the ability of a lecturer to responsibly perform his or her duties appropriately, which means that competence is the ability of a lecturer lecturer in performing its obligations in a responsible and viable. Competence is the basis of individual characteristics that influence the effectiveness of ways of thinking and acting, as well as forming a high performance in carrying out the work or in a situation.

5. Lecturer competence should include the competencies of professional, social, and personal. Professional competence includes mastery of teaching materials, scientific conceptions such as teaching materials, educational foundation, educational processes and student learning. Social competence includes the ability to adjust themselves to the goals of work and the environment while performing his duties as a lecturer. While the personal competencies include the appearance of a positive attitude on the situation of working as a lecturer and educational situation, an understanding of the values that should be embraced by a lecturer and an attempts to make his appearance as a role model and exemplary students.

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