Effectiveness of Lecturer Development Programs in the Context of Higher Education Management

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ABSTRACT
As time goes by, changes always occur. This can be seen in the education sector where the need for education is increasingly urgent in order to improve the quality of higher education through lecturer development. Higher education plays a crucial role in the formation of quality human resources, and skilled and continuously developing lecturers have a direct impact on the student learning experience. Therefore, it is important to evaluate the effectiveness of lecturer development programs in the context of higher education management. The aim of this research is to assess the extent to which lecturer development programs can achieve the goal of increasing their teaching competencies and skills. The research method used is a qualitative research method involving a survey of lecturers who have participated in the program, analysis of academic performance, and in-depth interviews. The research results show that the majority of lecturers experience continuous improvement in understanding, use of innovative teaching methods, and involvement in research. In addition, the lecturer development program succeeded in motivating participants to innovate in teaching methods, increase the competitiveness of higher education, and strengthen relationships between lecturers and students. Through lecturer development programs, universities can achieve improvements in the quality of teaching and research, which in turn improves the institution's reputation. The conclusion of this research is that this program is effective in increasing lecturer competency, which has a positive impact on the overall quality of higher education. Thus, investment in lecturer development programs can be considered a sustainable strategy to advance the quality of higher education and achieve the goal of developing quality human resources.

Keywords: Effectiveness, Lecturer Development Program, Management Context, Higher Education
INTRODUCTION

Higher education has a very prominent role in the formation of quality human resources capable of competing in the era of globalization (Agustini, 2021). To achieve this goal, the importance of the role of lecturers cannot be ignored. Lecturers as agents of learning and research have a big responsibility in supporting the vision and mission of higher education (Arfani & Nakaya, 2019). Therefore, it is important to continue to improve the competence and qualifications of lecturers through effective development programs. The effectiveness of the Lecturer Development Program is the key to success in facing the dynamics of modern higher education (Ekasari et al., 2021). Universities need to continue to adapt to developments in science, technology and rapidly changing job market demands. In the context of higher education management, the lecturer development program must be designed carefully to ensure that lecturers have the skills and knowledge that suit the demands of the times (Marshall et al., 2011).

The history of the lecturer development program in the context of higher education management reflects the evolution of the education system to meet the demands of the times and improve the quality of teaching (Prasetyo, Ilham, et al., 2022). The development of this program involves changes in educational paradigms, understanding the importance of developing academic human resources, and responding to changes in the dynamics of society and industry (Prasetyo, Anwar, et al., 2022). In the beginning, higher education was more focused on transmitting theoretical knowledge and teaching. Lecturer education is more traditional and oriented towards academic aspects without considering more practical teaching skills (Fajri & Sukatin, 2021). At that time, the idea of a lecturer development program had not yet been fully formed because the main priority was more focused on research and delivering established curriculum materials (Zinser, 2012). Furthermore, a paradigm shift in higher education began to occur in the mid-20th century, where awareness of the need to improve the quality of teaching and research became increasingly profound. At this time, universities began to realize that focusing only on academic knowledge was not enough, and efforts needed to be made to improve lecturers' teaching skills (Prasetyo & Sukatin, 2020). Lecturer development programs are starting to emerge, although they are still in the early stages of development.

From 1970 to 1980 a formal lecturer development program emerged (Bamber et al., 2006). Momentum to develop lecturers is increasing. Universities are starting to see the need to provide formal programs specifically designed to improve the teaching skills and research abilities of lecturers. These programs include workshops, seminars and training that discuss various aspects of learning and research. During this time, lecturer development programs began to be integrated into higher education management structures, and universities began to allocate budgets and resources to
support these efforts (Bax, 1995). Lecturer education is directed at strengthening pedagogical aspects, starting from the use of innovative teaching methods to the development of a responsive curriculum (Steinert et al., 2016). In the late 20th and early 21st centuries, lecturer development programs increasingly developed to cover holistic aspects of academic career development (Hernández-López et al., 2016). The focus is no longer just on teaching and research skills, but also on leadership development, managerial skills, and adaptation to technological developments (Williams, 1996). In this period, universities began to realize that lecturers needed to have broader skills to be able to overcome complex challenges in the world of higher education. These programs are also starting to integrate elements of academic ethics, student empowerment, and strengthening relationships between lecturers and students.

In the contemporary era, lecturer development programs face more complex challenges and opportunities. Challenges involve the dynamics of technological change, globalization, and demands for curriculum diversification. However, along with these challenges, there are also ongoing innovations in the design and implementation of these programs (Rostiani et al., 2023). Universities and higher education institutions increasingly understand that lecturer development is not only the responsibility of individual lecturers, but is also an institutional strategy to improve quality and competitiveness (Rahmah & Fadhli, 2021). Lecturer education is no longer only measured by how well the lecturer masters the teaching material, but also by his ability to respond to the increasingly diverse needs of students. Along with technological developments, lecturer development programs are increasingly integrating technological approaches into learning strategies. Online training, webinars, and e-learning platforms are important components in providing accessibility and flexibility for participating lecturers (Adeyeye et al., 2022). Additionally, there is an increased focus on developing academic and managerial leadership skills. Higher education institutions realize that lecturers not only act as teachers and researchers, but also as leaders who can manage academic teams, develop curriculum policies, and contribute to the strategic development of the institution (Wiek et al., 2011). Lecturer development is also increasingly linked to overall evaluation of lecturer performance. Higher education institutions adopt a holistic approach in evaluating lecturers’ contributions to teaching, research and community service. This helps create an environment that supports lecturers' sustainable career growth.

In line with changes in the educational paradigm, the lecturer development program is not only focused on improving academic qualifications, but also exploring the potential for creativity, innovation and interpersonal skills of lecturers (Rodliyah, 2019). In an increasingly diversified educational environment, lecturers need to be able to adapt to various student learning styles, understand the unique needs of each student, and use relevant teaching methods. An effective Lecturer Development Program not only improves academic quality, but also encourages collaboration between lecturers and students, and builds an academic culture that is inclusive and
achievement-oriented. The success of a program can be measured by its impact on improving lecturer performance, improving the quality of learning, and the ability of universities to produce graduates who are ready to compete in the job market. Apart from that, the Lecturer Development Program must also be responsive to technological developments and new teaching methodologies. The integration of technology in the learning process, the use of digital platforms, and the utilization of online resources are important aspects in increasing the effectiveness of lecturers' teaching. These programs can provide specialized training to ensure that lecturers are able to integrate technology well in their teaching. In the context of higher education management, it is important to have a deep understanding of the needs and expectations of stakeholders, be they students, industry, or the general public. The Lecturer Development Program can be a forum for increasing lecturer involvement in research projects that are relevant to industry needs or strengthening higher education networks with various related parties (Sofyan et al., 2023). The success of the Lecturer Development Program can also be measured by the program's ability to increase the competitiveness of higher education at national and international levels. Highly qualified lecturers who are able to contribute to research and scientific development will bring the good name of universities to a higher level.

However, the challenges in implementing an effective Lecturer Development Program cannot be ignored. The challenges faced in the Lecturer Development Program in the context of Higher Education Management are complex and require a mature strategy to overcome them. One of the main challenges is limited resources, be it budget, personnel or infrastructure. An optimal development program requires significant financial investment to organize training, workshops and other development activities. Higher education institutions often face tight budget pressures, so allocating funds for the lecturer development program becomes a priority that competes with other needs. Apart from financial limitations, the imbalance in lecturer workload is also a challenge that needs to be overcome (Ghina, 2014). Lecturers often have the task of teaching, conducting research, and contributing to college administration. Lecturer Development Programs that require extra time from lecturers can result in an unbalanced workload, giving rise to the potential for fatigue or boredom. Therefore, it is necessary to develop a development strategy that can be integrated into lecturers' work routines without disrupting the balance between teaching and research duties.

Another aspect that is a challenge is the difference in needs and experience levels between lecturers. Experienced lecturers may have different development needs than lecturers who have just entered the academic world. Therefore, lecturer development Programs need to be designed with sufficient flexibility to meet these diverse needs and levels of experience (O’Callaghan et al., 2017). A differentiation approach may be needed in program implementation to ensure that each lecturer gets maximum benefit. Additionally, resistance to change can also be a serious challenge. Some faculty may feel comfortable with their existing teaching methods or styles, and
they may be reluctant to adopt new practices or technologies taught in the lecturer development program. A sensitive approach and effective guidance is needed to overcome this resistance, as well as ensuring that lecturers feel supported and understand the benefits of the change. It is also important to consider cultural and work environment aspects in facing the challenges of the lecturer development program. Each college has a unique academic culture, and development programs need to be well integrated into that context. In addition, a work environment that supports and encourages collaboration between lecturers can increase program effectiveness. If the culture or environment does not support the exchange of ideas and collaboration, program implementation may face significant obstacles. The role of higher education leadership is also an important factor in overcoming the challenges of the lecturer development program. Leadership that does not support or does not give sufficient priority to faculty development can hinder the success of the program. Higher education institutions need to have a clear vision about the importance of lecturer development as a long-term investment in the quality of higher education.

Apart from internal challenges, universities also have to face external factors that can influence the success of the Lecturer Development Program. Rapid technological developments, changing job market demands, and the dynamics of social change can make this program less relevant if it is not updated regularly (Devlin & Samarawickrema, 2010). Therefore, programs need to be designed with adequate sustainability and always updated to remain relevant to the latest developments. Another challenge involves measuring and evaluating program effectiveness with clear and measurable parameters. Determining the extent to which a program has had a positive impact on lecturer qualifications and performance, as well as on the quality of student learning, can be a complex task (Atkinson & Lim, 2013). A careful evaluation system is needed to ensure that the program delivers the desired results and provides real added value. In overcoming these challenges, collaboration between universities and external stakeholders can be the key to success. Exchange of experiences, resources and best practices between universities can increase the efficiency and effectiveness of the Lecturer Development Program. In addition, support from government, industry and the general public can provide a significant boost in overcoming resource limitations and creating an environment that supports lecturer development. By realizing these challenges, universities can design Lecturer Development Programs that are more adaptive, inclusive, and responsive to the dynamics of modern higher education. With a holistic approach and ongoing support, the Lecturer Development Program can be a driving force for improving the quality of higher education and creating an innovative and quality academic environment.

**RESEARCH METHODOLOGY**

This research method uses a research method with a qualitative approach with survey techniques (Otter et al., 2021). First, develop a carefully designed questionnaire to gain an in-depth understanding of faculty experiences and perceptions regarding the
program. The questionnaire should cover key aspects such as enhanced teaching skills, contribution to research, and integration of technology in the learning process. It is important to ensure that the questionnaire includes open-ended questions that allow respondents to provide detailed and in-depth responses. These open-ended questions can reveal the nuances and context of a lecturer's experience, providing deeper insight than multiple-choice answers. In addition, a Likert scale can be used to measure the level of lecturer agreement or satisfaction with various aspects of the program. After the questionnaire is developed, the next step is to identify a representative sample of respondents from the lecturer population in various faculties or departments (Peitzmeier et al., 2020). Random or stratified samples can provide better representation and more generalizable results to the lecturer population as a whole.

Furthermore, the survey can be distributed online via a survey platform or email to selected lecturers. It is important to include clear and transparent information about the aims of the research, as well as providing guarantees of confidentiality and anonymity to encourage honest and open participation. Apart from questionnaires, in-depth interviews with a number of respondents can be an additional method to obtain a deeper understanding. Interviews can be used to explore the context and motivation behind the responses given in a survey. Selecting respondents who represent a variety in levels of experience, disciplines, and roles within higher education can provide a richer perspective. Survey data analysis can be carried out using a qualitative approach. First, qualitative data from open questions can be analyzed using a content analysis approach to identify emerging patterns and themes. These findings can provide in-depth insight into lecturers’ perceptions regarding the effectiveness of the Lecturer Development Program. Furthermore, quantitative data from the Likert scale can be analyzed statistically using data analysis software such as SPSS.

In addition, statistical analysis can provide a general idea of the level of lecturer approval or satisfaction with various aspects of the program. Comparisons between groups of lecturers based on variables such as level of experience, discipline, or role in higher education can provide a deeper understanding. During the analysis process, it is necessary to recognize that qualitative research is not only about numbers, but also about interpretation and meaning. Therefore, survey and interview results must be linked and analyzed together to construct a comprehensive picture of the Effectiveness of the Lecturer Development Program. In discussing findings, research can provide recommendations for program improvement, further development, or policy adjustments. This discussion can involve relevant stakeholders, including university leaders, program managers, and lecturers involved in the Lecturer Development Program. Qualitative research methods using surveys can provide a deeper understanding of program effectiveness, allowing higher education institutions to respond more appropriately to lecturer needs and create a more adaptive and innovative educational environment.
RESULT AND DISCUSSION

The lecturer development program in the context of higher education management is an initiative designed to improve the quality, competence and welfare of lecturers in higher education institutions. The main focus is to provide the necessary support and training so that lecturers can continue to develop professionally in various aspects. Leadership and managerial aspects are also the focus of the lecturer development program. Lecturers are given training to understand the principles of effective management, leadership strategies and higher education governance. This aims to enable lecturers to play an active role in decision making, curriculum planning and management of institutional resources. This program also pays attention to aspects of service to the community by encouraging lecturers to be involved in community service projects. In addition, increasing involvement in community service activities can enrich student learning experiences and create a positive impact on society. The effectiveness of the Lecturer Development Program is a key factor in improving the quality of higher education and meeting the demands of the times. In the context of higher education management, this program focuses not only on improving academic qualifications, but also on developing teaching skills, research and the application of technology in the learning process. This research aims to evaluate the extent to which the effectiveness of the Lecturer Development Program has had a positive impact on lecturers, universities and the quality of higher education as a whole. Through this program, higher education institutions aim to provide the necessary support and facilities so that lecturers can continue to develop in various aspects, including academic competence, teaching skills, research, and service to the community.

The Lecturer Development Program has a very positive impact in strengthening the quality and effectiveness of the higher education system. In the context of higher education management, the existence of this program is not only an obligation, but also a strategic investment in improving lecturer competence, developing curriculum and improving the quality of learning. Some of the main benefits of the Lecturer Development Program are firstly improving teaching skills. One of the most striking benefits of the Lecturer Development Program is the improvement of lecturers' teaching skills. Lecturers who take part in this program receive intensive training to improve their teaching methods. This includes the use of innovative learning strategies, effective classroom management, and increasing the ability to respond to the diversity of student learning styles. This improvement in teaching skills not only impacts students' learning experiences but also creates a more dynamic and engaging academic environment. Lecturers who are skilled in teaching can more effectively deliver learning material, stimulate student interest, and motivate them to actively participate in the learning process.

Second, increasing research capabilities. The Lecturer Development Program does not only focus on teaching aspects, but also places emphasis on developing lecturers' research abilities. Lecturers involved in this program receive support to improve their research skills, including designing effective research methodologies, sophisticated data analysis, and presenting research findings with high quality. With better research skills, lecturers can contribute more actively to the development of science and enriching student insight through
research-based teaching. Research conducted by lecturers can also improve the reputation of universities in the academic and industrial worlds. Third, the application of technology in learning. Another benefit of the Lecturer Development Program is the encouragement to adopt and integrate technology in the learning process. Lecturers trained through this program can become more proficient in using various technology tools and platforms to increase learning effectiveness. This includes the use of online platforms, interactive learning software, and the use of digital media. The application of technology in learning is not only about providing access to broader information, but also about creating a more interactive and responsive learning experience. Lecturers who are familiar with technology can create interesting learning materials, utilize online resources, and facilitate more active discussions in class.

The fourth step is strengthening the relationship between lecturers and students. The Lecturer Development Program also provides benefits in strengthening relationships between lecturers and students. Through developing social and interpersonal skills, lecturers can more effectively communicate with students, understand their needs, and provide better academic support. Strengthening these relationships creates a more inclusive and supportive learning environment, where students feel valued and heard. Lecturers who have good interpersonal communication skills can more effectively identify student potential, provide academic guidance, and motivate them to achieve high achievements. Fifth, improving the quality of the curriculum. The Lecturer Development Program also has a positive impact on improving the quality of the curriculum. Lecturers involved in this program can provide valuable input in developing a curriculum that is more relevant to the latest needs and developments in their field of study. By involving lecturers in the curriculum planning process, universities can be more responsive to changes in the needs of industry and society. It also helps in creating a more balanced curriculum, integrating research and teaching, and ensuring that learning materials reflect standards of academic excellence.

The next step is to increase competitiveness in higher education. The Lecturer Development Program can increase the competitiveness of higher education at national and international levels. Lecturers who have superior teaching skills, strong research capabilities, and are skilled in the application of technology help enhance the reputation of higher education institutions. This increased reputation can have an impact on attractiveness for prospective students, lecturers and industrial partners. Universities that have good lecturers. From the results of a survey involving lecturers from various disciplines, it appears that the majority of respondents (75%) stated that the Lecturer Development Program had improved their teaching skills. These results reflect the effectiveness of the program in providing direct benefits to lecturers in managing the learning process. Table 1 shows the level of agreement on improving teaching skills.

Table 1: Level of Agreement on Improving Teaching Skills

<table>
<thead>
<tr>
<th>No</th>
<th>Gender</th>
<th>Experience Level</th>
<th>Department in Higher Education</th>
<th>Teaching Skills Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>5 years</td>
<td>Head of Study Program</td>
<td>Strongly agree 75</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>3 years</td>
<td>Assistant professor</td>
<td>Agree 60</td>
</tr>
</tbody>
</table>
These positive results show that the program not only provides conceptual knowledge, but also improves practical skills in teaching. Lecturers who have managerial roles such as Head of Study Programs or Deans also gain significant benefits, which can have an impact on curriculum management and academic policies. Apart from that, the survey also noted that around 75% of lecturers felt an increase in their ability to conduct research after participating in the program. This shows that this program does not only focus on teaching aspects, but also supports lecturer research development.

Improving teaching skills and research capabilities is a significant step towards strengthening higher education. Lecturers who have better teaching skills can create a more effective learning environment, motivate students, and stimulate their interest in learning. This can improve the quality of graduates and make a positive contribution to the reputation of universities. On the other hand, increasing lecturers' research capabilities can increase higher education's scientific production, improve the institution's reputation, and support the development of innovation in various fields. By having lecturers who are active in research, universities can become centers of knowledge and development that have an impact on society and industry. Even though the survey results show a positive impact, several challenges still have to be faced in managing the Lecturer Development Program. One of the main challenges is limited resources, whether in terms of budget, personnel or infrastructure. These programs require significant financial investments, and colleges may face budget constraints that could hinder the implementation and sustainability of these programs. In addition, differences in needs and experience levels between lecturers can be a challenge in designing programs that are relevant and beneficial for all participants. The program's flexibility in adapting to the individual needs of lecturers and various disciplines needs to be considered so that the program can achieve maximum effectiveness. Resistance to change can also be a significant obstacle. Some faculty may be comfortable with their existing teaching methods or styles and may be reluctant to adopt new practices or technologies taught in the program. Therefore, there is a need for effective guidance and support strategies to overcome this resistance.

Table 2: Opportunities arise from the existence of lecturer development programs in the context of higher education management.

<table>
<thead>
<tr>
<th>NO</th>
<th>Opportunities Emerging with Lecturer Development Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improving Teaching Quality</td>
</tr>
<tr>
<td>2</td>
<td>Superior Research Capabilities</td>
</tr>
<tr>
<td>3</td>
<td>Increased Lecturer Welfare and Satisfaction</td>
</tr>
<tr>
<td>4</td>
<td>Increased Lecturer Welfare and Satisfaction</td>
</tr>
<tr>
<td>5</td>
<td>Lecturer Involvement in Community Service Projects</td>
</tr>
<tr>
<td>6</td>
<td>Development of Managerial and Leadership Skills</td>
</tr>
<tr>
<td>7</td>
<td>Increased Collaboration Between Lecturers</td>
</tr>
</tbody>
</table>
Lecturer development programs create various opportunities that can have a positive impact on higher education management. By increasing the quality of teaching, lecturers can create more meaningful learning experiences for students. Furthermore, superior research capabilities can enrich the institution's knowledge and contribution to the academic world. It can also create opportunities for collaboration on joint research projects, enhancing the reputation of the institution. Increasing lecturer welfare and satisfaction is an important opportunity, because lecturers who feel appreciated tend to be more dedicated and productive. This program also opens the door to innovation in the use of learning technology, creating an environment that is responsive to technological developments. In addition, lecturer involvement in community service projects can strengthen relationships between universities and the surrounding community. By focusing on developing managerial and leadership skills, lecturers can play an active role in decision making and managing institutional resources. This creates an academic environment that is dynamic, productive, and ready to face change. This program also encourages the empowerment of lecturers as agents of change, motivating them to contribute to positive transformation in higher education. Overall, the lecturer development program opens up opportunities to improve various aspects of the quality, competence and contribution of lecturers in higher education management, which in turn has a positive impact on students, institutions and society.

**CONCLUSION**

Based on the results and discussion above, it can be concluded that this program is effective in improving lecturer competency, which has a positive impact on the overall quality of higher education. Thus, investment in lecturer development programs can be considered a sustainable strategy to advance the quality of higher education and achieve the goal of developing quality human resources. The effectiveness of lecturer development programs in the context of higher education management is very important to improve the quality and competitiveness of institutions. This program opens the door to profound opportunities, creating a positive impact on teaching, research, and faculty contributions to society. A focus on improving the quality of teaching helps create a dynamic, student-oriented learning environment. Lecturers who have the latest teaching methods, good communication skills, and understanding of learning technology will encourage student achievement and increase learning satisfaction. In addition, lecturer development programs have a positive impact on higher education management by increasing lecturer involvement in community service activities. Lecturers who are actively involved in community service projects make a positive contribution to the image of the institution and bridge the gap between the academic world and society. In a managerial context, the effectiveness of this program is reflected in improving the leadership and management skills of lecturers. Lecturers who have a good
understanding of higher education governance can participate actively in decision making and contribute to the effective management of institutional resources.

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