

The New Professionalism Character in Education: Framing The Management Issue

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Abstract: *Professional character development necessitates a variety of outcome-based evaluation strategies. This article suggests modifying the concept and substance of the lecturer evaluation system to improve professional lecturer characteristics. Qualitative research using the grounded approach, technological data mining, and experience Data analysis on MPI professional practice at LAIN Lhokseumawe utilizing analytic research. The study's research boundaries represent instructors' professional competency in the aims of the Tri Dharma of higher education. The results of the study revealed that the new subject offered by the MPI LAIN Lhokseumawe. To begin, lessons learned about professional traits based on religious beliefs and job evaluations have implications for classroom instruction, research, and community outreach. Second, the identification of empirical indicators of professionalism outcome attainment is identified by performance assessment reports and procedures for building a culture of professionalism that is regarded as ideal for formalization through a reward and punishment system. Third, professional growth in higher education is accomplished by strategic evaluative personal skills, substantial education, institutional training, job autonomy, and adherence to an ethical code. When the principle of professionalism is studied, the practical implication will be the establishment of a global management professional who will contribute qualitatively to the demands of the industrial world and raise the growth of the global economy as a whole.*

Keywords: *Organizational Effectiveness; Higher Education Quality; Islamic Higher Education; Lecturer Professionalism*

INTRODUCTION

When an institution of higher education arrives at the top of the educational hierarchy, they acquire an institutional basis for the development and standardization of the education and technology (Lee, 2021). Lecturers, at the heart of higher education, play a role in an effective higher education process. One of the growing issues in the management of higher education institutions is the lecturers' competence (Heaton et al., 2019; Susanti et al., 2019).

The quality of the college impacts people's trust. The quality gap occurs because it is due to internal factors of the organization. Through the study of management, futuristic gaps are necessary to be analyzed one of the aspects of the lecturer professionalism (Menter & Assunção Flores, 2021). On the one

hand, in the management of universities, the strongest legitimacy for claims of cognitive and technical excellence, social and economic merits (Belinski et al., 2020; Lauridsen, 2018). The achievement of learning objectives is determined by professionalism.

The development of industries has continuously demanded the role of universities (Ahmad, 2019). At a time when the globe is undergoing profound changes, industrial policy has come to the focus of policy discourse (Chang & Andreoni, 2020). Although universities are not considered for-profit organizations like companies, higher educational institutions demand professional attitudes from their teaching faculties. On the flip side, universities are the main factors in the growth of the professionalization (Heaton et al., 2019). The choice of professionalization as a strategy for a university's collective mobility implies that professionalism significantly contributes to the quality of educational institutions (Berger, 2021; Habibi & Prasetyo, 2022).

The competencies for professionalism constructed by the government through the implementation of the Law on the National Education System (No. 20/2003) concerning teaching faculties' competencies have played a role in creating a high-quality education process. However, unfortunately, that formalization has yet to be balanced with policies from institutions' management regarding developing and further elevating those competencies (Kholis, 2014). Professionalism is associated with a profession's sectors such as skills, abilities, competencies as well as potential. Particularly, professionalism is associated with displaying capabilities and competencies with the expectation of receiving living wages. The income obtained from activities to get payments is a manifestation of their professional field (Jackson, 2015).

Profession and professionalism are increasingly applied to work and workers in modern societies (Suyono & Farooque, 2019). Yet, the conditions of trust, discretion, and competence, historically deemed necessary for professional practice, are continually being challenged, changed, or 'regulated'. This is a contemporary paradox that must be clarified and properly understood.

Interests across the spectrum of higher education management systems have been the subject of extensive analysis, and this study attempts to find a model for further developing the professional competence of lecturers. However, examples of policies implemented by universities are used as the basis for policy-making and standard mechanisms for implementing higher education. The result of modifying professionalism through the agenda of reformation and policy of autonomy is providing rewards and punishments (Forgasz et al., 2021). Unfortunately, this pragmatic policy cannot create lecturers of professional character.

This research was conducted as a gap between the lecturers' work satisfaction and the formalization of the reward system's implementation. The phenomenon that occurs at IAIN Lhokseumawe, the performance of lecturers as stated in the LKB and SKP is considered a mere formality (Dikti, 2010). Self-reporting mechanisms exist without having to undergo effective socialization. However, the lecturers still play a role in carrying out the tasks. This reality becomes a threat without a system that can evaluate professionalism.

This research was conducted by discussing several conceptual arguments in relevant sociological literature of education management studies - which can then be further developed by considering how far these ideas can be used to comprehend the latest developments in the development of lecturer professionalism at IAIN Lhokseumawe.

RESEARCH METHOD

This type of research is qualitative with the grounded method technique. According to Glasser, the grounded method is research to develop a theory (Glasser, 2001). In this study, the theory chosen to be developed is the theory of competence that constitutes the standard of lecturer competence, namely professionalism. According to Morse and Bungin, grounded research, including the qualitative field, is technically carried out through data mining with in-depth interviews as well as the experience of the research subject (Bungin, 2019; Morse et al., 2016). Data mining through in-depth interviews was conducted with five MPI home base lecturer informants. Meanwhile, the experience of the research subject has been carried out in the span of five years until the subject's current status entails as an MPI lecturer as of the current moment. In addition to interviews, data was also explored through observational actions done on lecturer activities that cover three aspects, namely teaching, research, and community service.

Data analysis was done through a comparative technique that refers to the lecturer's productivity indicator. The process of data mining was done through semi-structured interviews during formal as well as non-formal occasions. Research focuses on the phenomenon of MPI lecturers' behaviors when carrying out their tasks and functions, instead of dragging on a particular conflict. During data analysis, the researcher employed a sequential qualitative stages technique, consisting of four activity processes. The flow of activities is simultaneously depicted, starting from the data-gathering process, the data-reduction process, and afterward followed with the process of displaying data with a comparative table, and closed with the conclusion drawn in the form of a research novelty chart (Moleong, 2019; Taylor et al., 2015).

RESULT AND DISCUSSION

The Realization of Needs as a Means to Increase Lecturer's Professionalism

Several reasons encourage lecturers at IAIN Lhokseumawe to carry out their duties with full responsibility due to their needs having been fulfilled and realized. The analysis is done using basic motivation theory, which; First, is the need for achievement. In this context, the campus facilitates lecturers to carry out research, continue study programs, and other activities that can be a driving force or stimulus for the lecturers' morale. In addition, the need for achievement is a motivator for lecturers to excel and develop their creativity in order to achieve the expected increase in work performance. The situation that has often occurred is that although an opportunity of such was available, lecturers were often unable to attend those opportunities due to being hampered by bureaucratic problems and organizational politics. It is important though to consider that if the rector has a strategy with the support of policies, lecturers would have enthusiasm for high achievements given the opportunity.

Second, is the need for affiliation. In this context, the institution needs to design a strategy as a driving force to increase lecturers' work motivation. Some aspects of this need for affiliations may include:

- (1) The feeling of being comfortable at work, or a condition where individual lecturers may have the need of feeling accepted by others in the work environment where they work (sense of belonging). In the sphere of campus work where there are no seniors;
- (2) The need to be respected. In this context, the Chancellor needs to have a clear organizational structure to avoid disproportionate workload. Individual lecturers always feel a sense of importance when they are entrusted with a job that matches their expertise. Another phenomenon also occurs in the determining of thesis supervising jobs that have shown to seem sectoral, and therefore not based on the qualifications of expertise in the field of study;
- (3) The need for a sense of achievement. In this context, individual lecturers need self-confidence that comes with a feeling of progress to do productive and innovative things -sense of achievement-. Understanding this, lecturers, therefore, need to be given the freedom to work without being limited by sectoral policies. Under this condition, lecturers participate in independent learning activities, madrasa reform programs, accreditation assessors, etc. The issues that have occurred instead are cases where lecturers who are active in these activities were considered disloyal to the campus;

- (4) The participatory need, or conditions where lecturers implement a program -sense of participation-. In this case, the lecturers may indeed have been involved in several campus activities, but there are still only a handful of lecturers involved in the decision-making process, especially regarding allocating funds for campus development. This participatory need can motivate lecturers so that there is an attitude of transparency that brings a sense of calm at work.

Tabel 1. Open Coding Principles of Professionalism in Affiliative Needs to Cooperate

Interview	Key Words	Professionalism Principles
<i>"MPI Lecturers from out of towns have created a heterogeneous condition that contribute to our thinking paradigm at work"</i>	<i>sense of belonging</i>	Work objective
<i>"Lecturers will feel comfortable at work if that work is in accordance with their field of expertise, as opposed to being forced to carry out duties outside of their expertise"</i>	<i>sense of importance</i>	Working in accordance with expertise
<i>"Why must it be restricted, isn't a lecturer's participation in programs such as school of movement, reform madrasa, are part of lecturer's recognition?"</i>	<i>sense of achievement</i>	Creative freedom
<i>"Lecturers who participate in activities such as school of movement, reform madrasa ought to be appreciated, as opposed to being ignored by campus?"</i>	<i>sense of participation</i>	Reward System

Source: interview and observational findings

Third, is the need for power. Lecturers, as individuals with limitations, need support from the environment in which they work. When a supportive and harmonious work environment is successfully created, it could be a driving force and motivation for lecturers. In this case, the campus organizes community events such as family gatherings which could motivate lecturers to achieve maximum work results.

Professionalism is closely related to a job, but not all jobs are categorized as professions because a "profession" requires certain distinguished skills and characteristics compared to other jobs. In this case, MPI lecturers are required

to have teaching skills. The characteristic of MPI lecturers that distinguishes them from other majors is their ability to build networks. MPI graduates are qualified as education staff, policy analysts, and research assistants. Understanding this, MPI lecturers are demanded to have characteristics of researchers and educational consultants.

Development Phases of Professionalism and Observation of Lecturer's Professionalism through Organizational Behavior Studies

The research has conceptualized the professional development of lecturers through four phases of age, namely the pre-professional age, the autonomous professional age, the collegial professional age, and finally the post-professional or postmodern age. Pre-professional age is a phase where MPI home base lecturers are government workers (CPNS) or Extraordinary Lecturers. This phase constitutes a condition where lecturers are introduced to a new work environment and an understanding of organizational values.

The phase of autonomous professionals is a condition where a lecturer is appointed as PNS or permanent lecturer who is non-PNS. This situation indicates that the lecturer has formally been hired as a home lecturer and registered in PD-Dikti. This condition demands lecturers commit to the MPI study program. The professional phase indicates that lecturers have a clear career path. Both the lecturers with PNS as well as non-PNS status have successfully passed the functional position qualifications, the first one being the position of expert assistant. The logical consequence carried out by the lecturer is to fulfill the components of the Tri Dharma assessment for promotion.

The phase of professional age is a condition where lecturers can work in a team. The activity process occurs when the lecturer has joined a team of accreditation, quality auditor, and other collaborative activities. The fourth phase is the post-professional, in which a lecturer is capable of building networks between other lecturers that are realized through a community or other academic movements. The currently existing experience, as well as perception of professionalism and professionalization of lecturers, must accommodate all of those ranges of age.

The program study's scope should have been given freedom of movement. Lecturer's flexibility is also needed in teaching. Students are demanded to have specific skills based on their respective program studies. For that reason, lecturers must have independence in improving their own competence.

Table 2. Open Coding Developmental Phase

Interview	Key Words	Professionalism Principles
<i>“The first time I enter the position, lecturers are introduced to new people, but lecturers are more important”</i>	<i>Pre-Professional Age</i>	Comprehension of organizational values
<i>“Lecturers have a clear career path. Lecturers who hold functional positions are demanded to carry out the Tri Dharma of higher learning institution”</i>	<i>Autonomous Professional Age</i>	Implementation of main tasks in accordance with career path
<i>“Other than holding functional positions, lecturers are also demanded to improve themselves and broaden their working networks. like being in research, a lecturer may be able to collaborate with other institution, or carrying out community service”</i>	<i>Collegial Professional Age</i>	Fulfillment of the Tri Dharma component by building a collegial working network

Source: interview and observational findings

In the development of higher education, the integration of training and research is very significant. When one is too occupied with administrative matters, how could lecturers have time to improve their competence? Furthermore, when relying on institutions to increase competence, the results are also less effective.

As a comparison, in 2014 a campus in Java had already implemented KKNI. Meanwhile, IAIN Lhokseumawe had only been able to do so in mid-2018. The results can be seen in 2022, where just in time for the graduation of KKNI's first generation, a policy regarding Kampus Merdeka has already existed. The assumption of accelerating graduates through KKNI and with 3 a half years program, has now turned into a mere unpracticed idea. The reality is that students of class 2018 have maintained to finish school in 4 years, due to an information system that is still yet stable.

A new orientation to the meaning of professionalism is a control mechanism. Therefore, there is a need for a regulation that bridges lecturers' responsibility and their rewards.

Table 3. The Fulfillment of *Tri Dharma* and Professional Attitudes

Interview	Key Words	Professionalism Principle
<i>“in order to create a higher learning institution with quality, lecturers need to fulfill components during teaching activities, such as creating an RPS, Syllabus, and other innovations deemed necessary”</i>	<i>Teaching</i>	Fulfillment of learning administration
<i>“The research of lecturers in LAIN Lhokseumawe in general is still very minimal. This condition is different from MPI lecturers who can be said to be quite productive in researching”</i>	<i>Research</i>	Implementation of main tasks in accordance with career path
<i>“Other than holding functional positions, lecturers are also demanded to improve themselves and broaden their working networks. like being in research, a lecturer may be able to collaborate with other institution, or carrying out community service”</i>	<i>Community Service</i>	Fulfillment of the Tri Dharma component by building a collegial working network

Source: interview and observational findings

Professionalism is a key concept in the sociology of work, occupation, profession, and organization. Regarding the creation of high-quality education, quality, professionalism as well as good behaviors combined, is a feature of characters that can be considered professionals. The definition provided previously can explain how professionalism has 2 qualifying essences, namely expertise, and payment. These two aspects are interconnected. A Lecturer equipped with these two essences can therefore be categorized as an individual with professionalism. Both in terms of expertise or competence that is appropriate enough and in line with the field of duties and the income that covers the needs of his life. Effective and productive education can be described by professional figures of lecturers who are constantly improving their competencies because they are responsible for contributing to the development of science and technology, students' intellect, the formation of opinions, as well as the quality of a higher learning institution.

Excellence in Quality Improvement

The professionalism of lecturers can be determined by the following criteria: (1) commitment to implementing innovative learning; (2) academic

qualifications relevant to the subjects taught; (3) commitment to implementing gradual learning evaluation; (4) systematic thinking in the delivery of material so that it is not stiff and monotonous; and (5) commitment to implementing the Tri Dharma of Higher Education (teaching-research-community service) (Day, 2012; Dikti, 2010; Ford et al., 2012).

Online learning using learning applications accessed by cellular networks was carried out at the Islamic Education Management Study Program IAIN Lhokseumawe to break the chain of Covid-19 spread. Generally, students tend to feel satisfied with this flexible way of learning. Through online learning, students are not constrained by place and time where they can attend lectures both from their respective homes or from anywhere else. Through online learning, lecturers provide lectures through virtual rooms or classes accessible anywhere, anytime, and not bound by space and time. This condition allows students to choose which courses to take and which assignments to do first. But there also exists many complaints from students who live in areas where the internet network tends to be very weak and who object to this method of learning due to the overwhelming costs buy internet quotas.

The execution of policies by institutions to support the performance of lecturers relates to the reforming of the education system in Indonesia. According to the General General of Higher Education's technical guidelines, the profile of professional competence comprises the following:

Tabel 4. Tabulation of Operational Targets of IAIN Lhokseumawe Lecturers' professionalism

Mastery of teaching materials	Improving pedagogical competency by learning instructional materials, including subject matter and technique;
Learning process management	Enhanced learning management capacity focusing on (a) the formulation of learning instructional objectives; (b) the selection and ability to compose instructional teaching; (c) the introduction and use of IT-based teaching methods; (d) the implementation of multimedia-based learning programs; (e) the capacity to communicate with students; and

	(f) the readiness for -remedial- evaluations;
Class management	Capacity in classroom arrangement; the capacity to foster a conducive learning environment;
Use of learning media	(a) knowing, selecting, and using multimedia learning media; (b) being able to create simple learning aids; and (c) being able to administer the laboratory as a facility that supports the learning process;
Microteaching is utilized in field experience programs	(a) recognize the basic concepts related to the educational foundation; (b) have a plan for assessing student achievement; (c) recognize the functions and objectives of the counseling and guidance program; (d) understand concepts related to administration; and (e) understand the managerial function of the curriculum with attention to the principles and results of educational research for teaching achievement;

Source: Processed Research Data

The actions conducted to promote the lecturers' professionalism at IAIN Lhokseumawe include fostering responsibility, work intensity, expertise, discipline, initiative, an honest disposition, and discipline in the performance of their tasks. The development of lecturer professionalism is conducted concurrently or independently to have a favorable impact on the professionalism demonstrated by lecturers in the sectors of education and teaching.

The professionalism of instructors is a component of a great education. Learning is a crucial component of the higher education process that influences the output and accomplishment of graduates. IAIN Lhokseumawe experiments with numerous management and development innovations. Efforts to establish an effective university may utilize marketing mix approaches. Moreover, universities can maximize the function of alumni. According to Didi's research findings, one of the primary instruments of the university's benchmarking strategy is maximizing the alumni's participation in society (Andersson & Djeflat, 2013; Rahmah et al., 2022).

Strategic Efforts to Improve the Professionalism of Lecturers

Three fundamental missions of a higher learning institution refer to acquisition, transmission, and application. Ideally, the process of a higher learning institution's performance is very important to human resource development, such as being equipped with lecturers deemed professional and greatly committed to the teaching process and supplementary programs to further improve the institution's quality.

The acquisition stage means that management must be given access to provide input on the qualifications of the lecturers needed. In this particular case, the Islamic Education Management study program was given the opportunity to propose the formation of a system for the lecturers of management information and education evaluation in 2019. Afterward comes the transmission stage. On occasions where the need for a lecturer's placement does not match the previous formation, the placement is pragmatically done according to demands concerning accreditation. In the next stage, namely the application stage, MPI lecturers are equipped with high flexibility through carrying out several roles such as madrasa facilitators, madrasa assessors, and agency of development consultants. The application provides added value in the form of lecturer recognition roles to the accreditation's assessment.

Some lecturers are considered unprofessional due to having demanding activities outside of the institution. Considering that a lecturer is a functional position whose main task is to carry out the Tri Dharma of higher education ranging from teaching, research, and community service, it is thus not uncommon that lecturers who are too active in other functions are considered as less contributing to the institution. On the other hand, if a lecturer holds a structural position without having a clear review of productivity outputs, they tend to be considered as having achievements.

Increasing professionalism is associated with quality growth. Quality development is a process and procedure that ensures a defined quality standard is met; it is also referred to as an act of continual improvement. For IAIN Lhokseumawe, quality development is a test of the viability of providing services for higher education. The quality of higher education can also be determined by the process and outcomes of education delivery. The output of university graduates is viewed from multiple perspectives, including academic ability, critical attitude, the capacity to communicate effectively, the capacity to respect one's own culture and the culture of others, the capacity to interact and comprehend one's potential, spatial ability, and motor skills.

Some of the strategic efforts that can be made to influence work professionalism include attention to personal skills, extensive education,

institutional training, work autonomy, and a code of ethics. The result of identifying lecturers' professional ethics is an explanation of the critical role held by lecturers in broader concerns of practical ethics, such as the role of lecturers in structural positions.

Professional practice has a structural normativity. While a lecturer is a functional position, the involvement of lecturers in a structural role is only supportive in nature. Accepting a professional's role indicates that the professional has a moral commitment to obtain and equip practiced technical expertise.

Table 5. Professionalism Framework of MPI Lecturers

Aspect of Concern	Focus Objective
Cooperation with professional organizations;	Qualification fulfillment of MPI graduates as education staffs and entrepreneurs;
Organizational structure oriented towards the regeneration of cadre; Involvement of lecturers in research activities;	Qualification fulfillment of MPI graduates as research assistants;
Policy changes; Development of the professional competence;	Qualification fulfillment of MPI graduates as policy analysts;

Source: interview and observational findings

The research reveals a professional working framework that needs to be improved and attended to. The five aspects are that universities have to work together with professional organizations. The institution's management must discuss the model and organizational structure deemed able to optimize the regeneration system of management cadres. Lecturers tend to feel disadvantaged if too much focus is spent on administrative matters and thus the opportunity to write is consequently reduced. The essence of developing the professional competence of lecturers is related to changes in institution management policies. The practice of increasing professional competence requires modification of the public interest as well as its transformation.

In this case, when a structural position is entrusted to a lecturer, first and foremost, it is part of the lecturer's role in the process of serving vital needs in the carrying out of education. Lecturers' commitment to structural tasks creates, reflects, and strengthens the normative foundation of professionalism.

Structural roles depict the professional relationship rooted in trust between lecturers and clients.

Other researchers' research findings back up the findings of the study that improving a lecturer's professionalism in higher education includes responsibility, prioritizing work targets (Blömeke et al., 2013), working in their expertise (Evetts, 2014), taking workplace initiatives, workplace learning (Trede et al., 2012), attitude and moral (Ngambi, 2011), and being disciplined in carrying out their duties (Sudja & Yuesti, 2017).

CONCLUSION

The paradigm shift in the management of lecturer professionalism redefines professionalism as one intended for developing professionals in education. Changes in the management of MPI lecturers' professionalism are constructed through the demand for professional attitudes, the determination of empirical indicators of professional results, and the mechanism for forming a culture of professionalism. The research results on lecturers in MPI IAIN Lhokseumawe show novel perspectives on the existing phenomenon of demands for professionalism through performance evaluation, including teaching, research, and community service. Secondly, the identification of empirical indicators of professional results is determined through a performance evaluation report, and the ideal mechanism for forming a culture of professionalism is formalized through a reward and punishment system. Thirdly, professional education development in higher education is done through evaluative strategies for personal skills, extensive education, institutional training, work autonomy, and a code of ethics. The practical implications of well-attended professionalism principles are the creation of global professionalism management that will contribute qualitatively to the needs of the industries and elevate global economic development as a whole.

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