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THE IMPLEMENTATION OF LECTURERS' DEVELOPMENT WISDOM ON PRIVATE UNIVERSITY

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Abstract

The policy as a legal decision does not have a necessarily mean that the leadership always has the authority to deal with various issues and problems of the university. As the purpose of this research is to conduct empirically and comprehensively assessment of all components related to the configuration of the policy implementation process in the higher education especially the Rector policy then found a model of reliable policy strategy hypothetic to develop lecturers for building the campus culture in accordance with Islamic education principles, and the specific purpose of this research is to know the implementation of the Lecturers' development wisdom. The method of using research is qualitative, which results in descriptive data with analysis performed in inductive meanings. The results of this research is the implementation of the lecturers' development policy (the strategy of wisdom) focused in the development of professionalism and competence lecturer, namely pedagogic competence, information technology, management, curriculum, evaluation and personality competence.

Keywords: implementation, policy, lecturer, UNPAB.

1. Introduction

Every leader generally works based on the legacy of previous leadership. The accepted policy routine reflects the old policy decision that has been proven effective if applied. In this context, it is important to develop a participatory and widely accepted policy process that can guarantee that the proposals and aspirations of society can be decided on a regular basis and achieve good results. Policy of leadership as hypo thesis means policy is made based on theory and causal proposition.

The strategic role of the rector as leaders of the college can direct and influence the behavior of all elements, following the value, norms, ethics, and culture of mutually agreed-upon organizations and able to make appropriate and rapid decisions. Even more able to predict the future, formulate and articulate realistic vision, credible as well as communicating the vision for the future that emphasizes on the harmony of human relations and able to stimulate intellectually and expedient for members to realize the vision of the Organization, and able to provide direction, purpose, role, and task to all elements in college. In addition, the role of the Rector is able to provide human resources that are ready to become trouble shooter in life in the academic community in particular and society in general. At the same time, able to answer all challenges in harmony with the interests of people. The role of agent of change can be used as alternative parameter based on ideology of high school or better known by Tri Darma College which includes education, research and community service.

In position as "Heart " College, lecturers highly determine the quality of education and graduates who are born the college, in addition to the general quality of the college itself. If the lecturers are quiet high quality, then the quality of the college will also be high, as well as vice versa. As well as any educational program that is proclaimed, if not be supported by high-quality lecturers, it will end in unsatisfactory results. It is because to make a good education program is required by the lecturers who are also definite good quality. By having a

good and high-quality lecturer, the College can formulate the most modern programs and curriculums to ensure the birth of outstanding graduates and excellent quality (Barakat, 2008).

The head of higher education should conduct management by strengthening the quality assurance which emphasizes on how an educational institution develops a lecturer in carrying out coursework, and guarantees those are; First, every student get a curriculum and materials of quality and the latest, second, lecturers have the same quality when delivering materials for students, third, every supporter of the activities of the learning process has the appropriate competencies, fourth, every graduates get the job in accordance with the field of science; and fifth, the existence of institutions can be maintained because of the suitability between planning and implementation according to the needs of stakeholders (graduates) and the development of the era (Rinda, 2006). The result of research at the Universitas of the Panca Budi Medan from 2016 to 2019, when it became one of the best private universities in the area of North Sumatera, the facility and the campus environment reflects the Islamic, namely the mosque, Musholla, the place of study, prohibition of spitting, waste and no smoking, even praying in congregation at the mosque and Berdhikir all the students and strengthening of the competency of lecturers in Tri Dharma Colleges (teaching, research and community devotion) especially the prominent is the number of lecturers who are advanced studies and educated S3, so called clean and beautiful campus and Islamic. Another point, resulted in a good lecturer competence, because the Rector's policy is very visionary(the strategy of wisdom itself).

In general, the purpose of this research is to conduct empirically and comprehensively assessment of all components related to the configuration of the implementation of policies that take place at the higher education, especially Rector's policy to then found a model of accurate hypothetic policy strategy to develop a lecturer in building a campus culture in accordance with Islamic education principles.

While specifically the purpose of this research is to know the formulation, implementation, impact and support of internal and external implementation of the policy of the lecturer in development University of Panca Budi Medan.

2. Method

1. Approach and method of research

The using research method in this study is a qualitative method with an interactive approach, and the type of research included in the participatory. For data collection using open-ended interviewing method, and private document. This method generates descriptive data that allows viewing this world as seen by the research subject. The qualitative approach has natural characteristics as a direct data source, descriptive process, analysis in qualitative research conducted in inductive analysis and meaning is essential in this study (see Apriyanto et al., 2020; Apriyanto et al., 2020; Moleong, 2012).

Research Informant

Management of Yayasan Prof. Dr. KadirunYahya, rector, head of quality assurance team, Dean of Faculty and lecturer. The rector of UNPAB is assumed to be being have a lot of information about the policy of the Academic led, including the situation on campus, Board of Trustees, chairman of Quality Assurance, Dean of the faculty, lecturers and LLDikti (service board institution of educational high deparment) 1 North Sumatera who is being have an information.

2. Data Analysis Techniques: Data Reduction, Presentation of data and Draw conclusions

3. Findings and discussion

Findings

In the UNPAB neighborhood, lecturers are one of the main needs. It is a driving machine for all matters relating to scientific and academic activities. In position as "Heart " faculty determine the quality of education and graduates who are born the college, in addition to the general quality of UNPAB itself. If the lecturers are high quality (QS.Attahrim: 6), the quality of UNPAB will also be high, as well as vice versa. As well as any educational program that is proclaimed, if not be supported by high- quality lecturers, it will end in unsatisfactory results. It is because to run a good education program is required by the lecturers who are also good quality. By having well-qualified and high-quality lecturers, universities can formulate the most modern programs and curriculums to ensure the birth of outstanding graduates and excellent quality (interview: Dr. M. Isa Indrawan, SE., MM, 2019:07).

On that basis, the professional development of lecturers became an important effort in order to improve the quality of UNPAB, professional development program lecturer began to be developed with the term faculty development. The Program emerged after the finding of anomalies, namely that the teaching at UNPAB had been ineffective, sometimes even given without authority. Most students feel restless due to poor teaching, and the student's interests have been ignored (interview: Ir. Bhakti Alamsyah, MT., Ph.D: 2017:03).

The lecturer's profession actually pointed to the effort taken as a realization of the role of educators in college. Thus, the professional development of lecturers is defined as efforts to improve competence, learning quality and academic role of teaching personnel.

Based on several meetings with the foundation, formulated 7 (seven) competency areas following its development strategy through a program that supports the improvement of the competency field are: development of pedagogical competence, information engineering, management/administration, curriculum, Scientific (research and publication), Evaluation and personal competence (interview: Ir. Bhakti Alamsyah, MT., Ph.D: 2019:06).

1). Implementation of Pedagogical competency development: Pedagogical competence or lecturer ability to manage learning is the backbone of the success of education in college. Pedagogical Competence (Qurthubi, 1964) is associated with good and precise teaching, so that the learning process can run smoothly and effectively. A lecturer, in addition to be being have an expertise in the field of science, must also be master the theories and techniques of teaching and the application in the learning process in college. Therefore, the improvement of skills in this field is the main thing in the professional development of lecturers. As a comparison material, some colleges in the United States measure the quality of a faculty through the ability of its professors to manage the learning process. Similarly, the courses given to students are also adapted to the pedagogical abilities of his professors. Lecturers are not only assessed by mastery of the field of study or development of scientific theories, but also on the ability to teach and manage learning in the classroom that includes the approach, strategy, methods and art of teaching and the ability to use ICT media as supporting and even learning materials. ICT Media (Information Center Technology) is currently, projector, television, mobile where learners already know and use it.

The ability to develop management/administration of lecturers is set in filling the accreditation form, both the level of study and institutional programs, especially those directly related to lecturers as shown below some examples of filling out the Program accreditation form (BANPT, 2018) which is directly related to the lecturer, namely:

a.   Human resources

b.   Academic curriculum, learning and atmosphere

c.   Financing, infrastructure, facilities, and information systems

d.   Research, services/community service and cooperation

There are several forms of institutional accreditation form (BANPT, 2018) which is directly related to lecturers, namely:

a.   Human resources

1). Human Resource Management System: The Human resource management system which includes the selection/recruitment planning, placement, development, retention, and discontinuation of lecturers to ensure the quality of the academic program implementation, as well as remuneration, awards and sanctions, including information on the availability of written guidelines and the consistency of implementation.

2). Monitoring and Evaluation system: Monitoring and evaluation system, as well as a track record of academic performance of lecturers (including information about the availability of written guidelines, as well as monitoring and evaluation of lecturers ' performance in Tridarma and documentation).

b.   Lecturers remain

The lecturer remains on the institutional accreditation form of PT is a lecturer who is appointed and placed as a permanent worker at the relevant PT; Including a lecturer in the organization of KOPERTIS/LL DIKTI and lecturer at the PTS in the field relevant to the expertise of the field of study. A lecturer can only be a regular lecturer at one college institution, and has a minimum work assignment of 36 hours/week.

c.   Lecturers are not fixed

The lecturer is not still a permanent lecturer in a higher education institution/institution, or independent individual, who is assigned to be a lecturer in college based on the legal requirements.

d.   Curriculum, learning and academic atmosphere

e.   Learning: Learning System, Quality control of learning process, Tridarma implementation Guideline PT.

f.   Academic atmosphere

g.   Research, service/devotion to the Community, and cooperation

This system is a reference to the quality excellence of research, service and/or service to the community, and cooperation that is held for and related to the development of higher education quality. Research is one of the main tasks of the college that contributes and benefits to the learning process, the development of science, technology, and the arts, as well as improving the quality of people's life. Community service is implemented as a manifestation of expertise contribution, educational activities utilization, research in science, technology, art, in order to fulfill the demand and/or initiates the improvement of the quality of life of the nation. Good colleges have a working management system with external stakeholders in order to maintain and improve the quality of sustainable academic programs. The results of cooperation are well managed for academic purposes and as a manifestation of college accountability as a non-profit institution. Good colleges are able to design and empower programs that involve the active participation of courses and utilize and improve the expertise and quality of college resources.

Systems in research include:

a.   Policies and research management systems (institutions/units that handle research issues, focus briefing and research agenda, guidelines for drafting and implementation of research, financing, and security of HaKI).

b.   The title of research conducted by the lecturer remains

c.   Title of scientific article/scientific work/artwork/book generated

d.   Scientific articles recorded in the International Citation Index

e.   The work of lecturers and/or students of college institutions who have acquired patent/intellectual property Rights (HaKI)/national/International Award

f.   Policies and efforts undertaken by the institution in ensuring the sustainability of the research, which includes information about the research agenda, human resources support, infrastructure and facilities, research network, and the search for various sources of research funds.

In service activities/community service (PKM) includes;

a.   Policies and management system of PKM activities (institutions/units that deal with problems, agenda, guidelines for drafting and implementation, as well as the funding of the PKM).

b.   PKM activities based on financing sources over the last three years conducted by the institution

c.   Policies and efforts undertaken by the institution in ensuring the sustainability and quality of activities of the PKM, which includes information about the agenda of the PKM, human resources support, infrastructure and facilities, network of the PKM, and the search of various sources of funds PKM.

The curriculum is a very important of to print high-quality students. A good curriculum is a curriculum that is concerned with the ability of students and is able to push skills into creative and innovative power. Here is one of the important roles of lecturers. It is the key to the development of curriculum, because they are the most deeply be mastered each of the scholarly disciplines.

Every lecturer is obligated to be a have curriculum (GBPP, Syllabus, RPS) each teaching that is equipped with lecture material and a lattice exam, both the mid- Semester exam and the final exam of the Semester. Below are examples of curriculum (GBPP, Syllabus and RPS):

Among the programs implemented by UNPAB to develop the scientific productivity of the lecturers are: The training of methodologies and ethics of scientific research with all its aspects especially related to the disciplines of each group of lecturers.

a)   Provision of tools and facilities needed for research, such as computers, laboratories,

complete libraries and so on

b)   The load setting of the clock teaches the lecturers that they have the opportunity to write books, attend seminars or conduct research and community service.

c)   Support funds or help connect with institutions that can finance research projects especially KEMENRISTEKDIKTI. (research and technology development of educational department)

Through the Rector's policy on scientific work and through the training stages, UNPAB lecturers are able to publish and write in regional, national and international journals, as stated in the table below:

- Unaccredited National Journal (scientific Journal of the Servant)

- No National Journal accredited (journal Management Tools)

- National unaccredited journals (Public & Business Accounting journals)

- Unaccredited National Journal (Electro Engineering Journal & Telecommunications)

- No national accredited (Archigreen Journal)

- Unaccredited national journals (Journal of Engineering and Informatics)

- Unaccredited National Journal (National Journal)

- Accredited National Journal Journals

- National proceedings

- International proceedings.

The college is one of the educational institutions that makes the evaluation as one way to develop the quality. This is because the correct evaluation is one of the best ways to develop a course. With the correct evaluation will be known objectively the advantages and disadvantages of a lecture system so that development or repair programs can be formulated appropriately. Similarly, through evaluation will be known to the extent that a college can realize the goals and targets that have been triggered by its founding. Therefore, to develop the quality of UNPAB, it needs a correct and accurate evaluation of lecturers, curriculum, management systems, students and other basic elements.

In the process of education evaluation at this UNPAB, lecturers have a very important role, because they are entitled to assess and weigh the quality of the lectures provided or that apply at UNPAB where they devote themselves. Besides being a evaluating party, lecturers are also objects of evaluation. Performance as a teacher and scientist is also assessed to be repaired or awarded in the form of a promotion (interview: Dra. Irma Fatmawati, SH., M. Hum, 2016:05).

Therefore, to develop the skills of lecturers in the evaluation of Education, UNPAB held a variety of activities:

a) Training on the philosophy and the theory of modern evaluation in the field of education so that lecturers realize that evaluation is an inherent and important part in the education process.

b) Training on techniques and model evaluation, then determine a curative evaluation method for the improvement and development of academic programs.

c) Training on how to develop the evaluation plan and implementation mechanisms, both to assess the performance of the lecturers themselves and the level of achievement of students objectively, to set standards and criteria, and to conduct tests on the implementation of academic programs.

As one of the main pillars of the college, the level of personal ability and integrity of the lecturers become one of the factors that determine the optimization of the education process and teaching at UNPAB. If the lecturers are not able to adapt to the development of science as well as changing methods or technologies of education that change rapidly, then the threatened not only the future of the graduates, but also the existence and future of UNPAB. Therefore, lecturers are required to continue to improve their scientific and personality skills through the various efforts he has made.

There is actually no special program to develop the personal integrity of the lecturers. Each lecturer has the right to determine what program is needed to develop its professionalism. All the development programs that have been done before, is essentially a program that refers to the development of personal integrity lecturers of a lecturer can choose one or add another program that is relevant to him.

Nevertheless, UNPAB seeks optimally about the programs those lecturers need to do in order to implement their potential and ability by running Tridharma College, which is conducting routine teaching activities, research activities, giving community devotion and participating in academic and scholarly.

These programs encourage lecturers to:

a) Participating in seminars or conferences related to its scientific discipline, both at national and international levels.

b) Conducting comparative studies/appeals to colleges or other educational institutions in and outside the country to learn from the experience of other educational institutions

c) Trying to form an association of experts or professional organizations in the field of science to then organize scientific activities and publish scientific journals such as ADI (Association of Indonesian Lecturers), PDRI (Association of Lecturers of the Republic of Indonesia),

d) To develop training programs and research projects of national and international scale in collaboration with scientific institutions in the country or abroad.

e) Utilizing cooperation that has been established with national and international institutions in the framework of internationalization of the college and the dedication to humanity in general.

f) Associated with personal ethics, lecturers are required to love the truth and always strive to discover new truths, tolerant of disagreements, fairness, honesty and responsibility.

These programs are more emphasis on the personal effort of lecturers, because in fact the program of personal integrity development lecturer does not necessarily refer to the program prepared by the college, but also requires internal initiative and effort from within the lecturer. The personal ability of lecturers is the measurement of performance of Tridharma College, LPM UNPAB adopted from the Internal Quality Assurance system guidelines compiled by the Ministry of Research, Technology, and Higher Education Directorate General of Learning and Student Directorate of Quality Assurance Year 2018 Group of National Education standards consisting of: a) standards of competency of graduates; b) standard learning content; c) Standard learning process; d) Standard learning assessment; e) Lecturer standards; f) Standard learning facilities and infrastructure; g) standard learning management; and h) standard of learning financing. 2) Group of national Standards of research consisting of: a) standard of research results; b) standard content of research; c) standard research process; d) standard Research assessment; E) The researcher's standards; f) Standard research facilities and infrastructure; g) standard research management; and h) standards of research funding and financing. 3) Group of national Standards of community service consisting of: a) standard result of PKM; b) standard content of PKM; c) standard process of PKM; d) standard PKM rating; e) The implementing standards of the PKM; f) standard of PKM facilities and infrastructure; g) standard management of the PKM; and h) standard of funding and financing of the PKM (Dikti, 2018).

One of the ideals of UNPAB is to be an international college (world Class University). These ideals require the hard work of all of the personal campus to improve and develop the quality of his profession as educators and scientists. One of the development programs that got priority is the professional development of lecturers as the main element of the college in implementing Tridharma colleges. Professional development lecturers are important to improve the quality.

Discussion

a. Implementation of HR development policy

Based on the exposure of the observation result, interviews and documentation concluded that the implementation of the Faculty development policy at UNPAB is to focus on human resources development in order to become a professional HUMAN resources. The development is the development of pedagogical competence, information technology, Management/administration, curriculum, evaluation and personal competence.

The implementation of the Lecturer development policy at UNPAB first started from Human resources (lecturers) remain, lecturers after running the task of Tridharma, then at the second stage starts from various competencies that must be owned by the lecturer, which must have a pedagogic competence, IT, management, curriculum, evaluation and personality. The competence must not only be mastered by a lecturer in the face of educational duties but also in the face of the task in research and community service, because as described in the teachers ACT and lecturers No 20 year 2005 which is essentially a lecturer is an educator and scientist.

The success of the lecturer in running Tridharma especially academic relies on intrinsic and extrinsic factors, intrinsic factor such as innovation, information technology implementation of computer-based innovation, self-efficacy lecturer, ICT knowledge and skills with learning practice by combination method. While the extrinsic factor is to increase academic awareness through promotion, preparing physical and technical facilities, providing support and ongoing practice, creating an online learning culture and providing initiative and recognition for lecturers, as written by Noraini, et al:

The finding indicated that there was a moderate positive relationship for intrinsic teacher factors such as individual innovation, information technology specific innovation, computer self-efficacy, ICT knowledge and skills with blended learning practice. There was also a moderate positive relationship for extrinsic teacher factors such as administrators' support, role of change agents, school and training facilities with blended learning approach in teachers' teaching and learning. As such, to ensure the success of the implementation of the blended learning approach as well as to increase its practice, the administrators should work to increase the teachers' academic awareness via promotions, preparing physical and technical facilities, providing support and practice continuously, creating an online learning culture and giving initiative and acknowledgement for teachers who are intent on making blended learning a success (Noraini, 2019).

Then how the strategy to get the predicate of professional lecturers, and at the same time as scientists, then lecturers must have various competencies and implement them with full responsibility. Tridharma implementation of the College is done by making programs and activities to be implemented, then report it in the format of BKD or SKP which is reported every semester. With regards to successful implementation of the lecturer development policy will affect the quality of UNPAB.

Discussion of implementation of the Faculty development policy at UNPAB in detail regarding: first, human resources development (lecturer) remains, second, competence, which includes; Pedagogic competence, IT, management, curriculum, evaluation and personality.

b. Lecturer Development

In the effort to develop a good lecturer, the implementation of the Lecturer development Policy in the implementation will be on periodic monitoring and evaluation. Guidelines on the implementation of monitoring and performance evaluation of lecturers are outlined in the SOP and quality standards SPMI.

1), implementation of the academic performance policy Lecturer Monitoring system conducted by UNPAB is the field of teaching, research and community service. Monitoring is carried out on various aspects:

a), Lecturer Monitoring

• Monitoring of lecturer attendance through SISKA UNPAB, control Laboran that check class every day.

• Monitoring the readiness of teaching materials through syllabus, GBPP, SAP and modules that have been created by the lecturer in question.

• Monitoring the conformity of materials taught with syllabus, GBPP, SAP and modules through the news of the teaching Events lecturer and exam questions made by the lecturer in question.

• Monitoring of student satisfaction on the process of learning teaching and availability and completeness of learning facilities and infrastructure through the distribution of poll and questionnaire at the end of the semester.

• Monitoring of the implementation of guidance and counseling through the scheduling of guidance and news of the mentorship by academic advisory lecturers, scheduling and guidance of field work practices and end assignments by mentor lecturers.

• Monitoring of the implementation of the study and community service is done by empowering the UNPAB Website.

b), For research financed by the institution, the report of the results published in the journal Abdi Science, Management Tools, accounting business and public, electrical and communications, Archigreen, engineering and Informatics owned by UNPAB, which requires the lecturer to have at least 1 research title each year.

c), For research financed from outside the institution, it can be seen from the number of research grants that have been achieved by a permanent lecturer.

d), For the devotion to the Community reports the results of its implementation should be reported

to LPPM to be stored in the library and subsequently published to the website UNPAB.

2. Evaluation of academic performance lecturers

Lecturer Academic Performance evaluation is reported in the form of SKP consisting of several aspects:

a.   The presence of lecturers, the readiness of teaching materials, the suitability of materials taught with syllabus, GBPP, SAP, modules through the teaching Event lecturer and exam questions made, student satisfaction on the process of learning teaching, implementation of guidance and counseling and the implementation of the training and devotion to the community.

b.   Reward and punishment will be given based on the evaluation of SKP reward form to the lecturers who have the best achievement will get:

1).   Souvenir (Cash, hand phone, laptop, plaque, etc.) for the best graduates, the best staff and the best lecturer at the graduation ceremony.

2).   Promotion of the Department for Lecturers and officers who have achieved higher education and functional position.

3)   The adjustment of salary/honor lecturers, officers and structural ranks based on education and classification.

4).   The awarding of scholarships to continue their studies to a higher level of reward is announced at an UNPAB graduation ceremony.

5).   The punishment form of the lecturer who has poor performance will get sanctions in the form of: oral rebuke, warning letter 1, 2 and 3, suspension, deactivation and termination.

3. Academic track record lecturer

Academic track record lecturer in faculty environment is used to know the performance progress of lecturers by the head of study Program. Track record can also be used to propose a proposal for promotion or position. The track record performed includes:

a). Lecturer

b). SK teaches

c).   SK Guidance

d).   SK Competence of grade

e).   Publication of scientific works in national and international seminars, scientific journals, book writing.

f).   Documentation for community service.

g).   Objectives of Employee/lecturer performance (SKP)

4. Lecturer Competency

a). Ideal condition implementation.

Every planning, there needs to be a successful benchmark in the implementation of the program that can be used to conclude the performance/quality or the success rate of the planned goal. Such benchmarks are called success indicators. The success indicator is a data or empirical information, which can be quantitative or qualitative, which reveals the implementation of the program in achieving the specified objectives.

b). Institutional development Strategy.

In accordance with the vision and mission built and developed, UNPAB establishes the development strategy in two divided outlines:

1). Implementation of Spiritual development

To realize the vision and mission that has been established, the first thing done by UNPAB is to build the foundation through the development of character spirituality for each personal in order to be able to carry out their teachings and religious commands respectively. Its strategic step is to create

a high-diversity situation with routine, systematic and sustainable religious activities. Indian researcher Shankar (2016) once explained:

> *In our India today because each and every school or college or university suffers from affective ability and it is because of this problem that our entire educational system is going aimlessly. That is why it may be said that educationists, teacher educators, teachers, educational administrators, educational supervisors, curriculum constructors and educational planners in our country should wake up to the task of the curriculum construction, curriculum development and curriculum transaction of spiritual intelligence and its aims and objective, method of teaching and techniques by understanding a critical examination of the present set up of spiritual intelligence for human wellbeing, and furthermore, in order to sustain and to strengthen its spiritual growth and development* (Shankar, 2016).

2). Implementation of professional development

In this discussion it cannot be regarded as exclusive or complete. This is just an introduction that seeks to encourage thinking and challenging today to see professional developments in college. This encourages authors to reflect more developments in the field of professional development regionally, nationally and internationally that will contribute to advancing new and fresh thinking. This will always be an incomplete process but one of the support when educators together run tasks professionally. The same thing was done by research by Martin and Christopher (2020):

> *The study is the result of a partnership between the university, as a teacher education institution, the municipalities and schools, the first of its kind, and directly addresses and engages with the recommendations put forward by the OECD. The study, which can only be considered as exploratory in nature, has helped us first and foremost start, in a concrete manner, addressing the lack of trust that exists between educators at school level and the municipalities. Secondly, the study helps to get first-hand feedback from educators in relation to their perceptions about their professional development and the various training opportunities currently being provided* (Martin dan Christopher, 2020).

Professional development lecturers include a variety of dimensions in carrying out its duties, namely;

1). Education,

The implementation of Tri Darma University of UNPAB which integrated among one and the other is an important agenda in education so that the implementation of education and research in college can be felt by the community that is contained in the activities of community devotion. The strategic step is to increase the number and quality of training in the ongoing field of research. Improve the dissemination of the study through scientific journals, both nationally and internationally.

2). Human resources.

Lecturer development, the strategic step is to increase the number of academic personnel, especially in the field of engineering and increase the well-educated proportion of S2 and S3, increasing the sensitivity of the lecturers of advanced developments in the field of each and making adjustments to demands needs, structuring programs recruitment based on professionalism, improving welfare, improving the mastery capabilities of technology and learning activities.

3). Technology and facilities infrastructure,

Development facilities and infrastructures to be kept up to date with the development of technology to meet the needs of learning. The strategic step is to complete the necessary infrastructure, update the facilities with the ultimate technology, encourage the mastery of technology and facilitate every technological innovation developed by the personal campus of academic.

4). Information systems.

a) The university's Internal Information system, academic services will be operationalized with intranet information technology that is interconnected with other parts so that data access can be done easily...

b). University external information systems, maximizing Internet use for learning and continuously developed the use of E-Learning through the UNPAB website.

c). Education evaluation system. The evaluation of the education conducted is to monitor the quality of output resulting from the evaluation of learning processes and learning outcomes.

d).   Citra and characteristic colleges, Development of imagery and character built by UNPAB through dissemination of information about UNPAB in the community and conducting cooperation with related institutions in the field of knowledge related to the opening of discourse, learning, or socialization of scientific and technological developments attended by the wider community.

For this it is necessary to do system structuring through policy formulation and strategic program, can can be formulated: first, optimize the workload of lecturers in accordance with the SKS, second, increase the utilization of laboratory facilities, libraries and facilities of practicum, third, improve the lecture system to make all laboratory rooms used optimally, fourth, improve the role and function of institutions, laboratory policy and technical Implementation Unit, fifth, increase the productive business through the utilization of assets in the framework of revenue generating activities

4. Conclusion

The essence of this discussion is: *first*, implementation in the development of professionalism, *second*, implementation in competency development of pedagogical competence development efforts, et all, *third*, implementation in the development of the pedagogical competence, *fourth*, implementation of competency development of information technology, *fifth*, implementation of administrative competence development, *sixth*, implementation of curriculum competency development, the *seventh*, implementation of the competency development evaluation, the *eighth*, Implementation of personal competency development.

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