

# LECTURER PROFESSIONAL ENHANCEMENT IN MARITIME INSTITUTION: An Urgent Action

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## ABSTRACT

Lecturers are professionals in charge of planning and implementing the learning process, assessing results, conducting guidance and training as well as conducting research and community service. To achieve this performance, lecturers must be managed by higher education managers through the implementation of effective and efficient quality management in order to achieve the goals set by the institution. Professional lecturers at the Jakarta High School of Shipping Science are lecturers who come from practitioners, namely seafarers. To align the competence of academic lecturers with practitioners, it is necessary to carry out an improvement strategy that refers to policies and the need for increasing lecturer competence. This study uses a qualitative method with a case study approach. The sample used was taken based on purposive sampling technique. The findings and analysis show that the Maritime College as one of the maritime schools owned by the state has an adaptive competency improvement strategy in aligning the need for increasing lecturer competence based on the background of lecturers who come from seafarers and the need for adjustment of prospective lecturers to the requirements of lecturers according to legislation. applicable.

**Keywords:** Lecturer Competence, Lecturer Competence Improvement, Professional Lecturer

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## 1. INTRODUCTION

Lecturers are professionals in charge of planning and implementing the learning process, assessing results, conducting guidance and training as well as conducting research and community service. To achieve this performance, lecturers must be managed by higher education managers through the implementation of effective and efficient quality management in order to achieve the goals set by the institution (UU Sisdiknas No.20 of 2003; International Workshop Agreement (IWA) 2:2007).

The above phenomenon is not the only reason for the importance of lecturer management. Another thing is that no matter how good the components available in an educational institution are, if the implementers do not have the competence and dedication, it is not necessarily the quality goals of the institution that can be achieved properly. This is because in the learning system the lecturer is the main facilitator in the teaching and learning process.

Regulation of the Minister of Research, Technology and Higher Education Number 54 of 2018 states that vocational education is a higher education diploma program that prepares students for jobs with certain applied skills to applied undergraduate programs. It is the School of Shipping Sciences (STIP) Jakarta which is a form of vocational college which currently has three study programs, namely: Nautics, Engineering, Management and Sea and Port Transportation.

The role of STIP as a maritime university has a strategy that is quite essential for the sustainability of commercial businesses that use sea transportation services. STIP which has been established since 1957 has many alumni who have contributed to the sustainability of the commercial business both in scope and internationally. STIP alumni are not only needed in companies and government institutions engaged in the maritime world but are also needed by STIP itself to become lecturers and teaching staff within the Directorate General of Sea Transportation. In fact, only a few of the alumni decide to become lecturers or teaching staff (GTO.1.2). An overview of the management of lecturers, several resource persons said that STIP itself was quite good at managing lecturers, especially in terms of increasing educational strata (GTO.KbDvSDM). Hal ini sudah dibuktikan dengan sebagian besar dosen yang sudah memiliki pendidikan setara S2 dalam bidang akademik disamping juga mereka sudah memiliki sertifikat kompetensi Ahli Nautika Tingkat I (ANT I) – Ahli Teknika Tingkat I (ATT I). Dosen yang berlatar The background of these seafarers

needs to be equipped with a teaching certificate first, because the lecturers are not trained to become lecturers but are trained to become shipping experts.

## 2. RESEARCH METHOD

This study uses a qualitative method with a case study approach. This research is not designed to test hypotheses, but describes the tendency of symbolic phenomena in the context of real life and then reflects as they are, so that this research tends to seem natural in every data collection, according to Sugiyono's thought that qualitative research is often called naturalistic research methods because the research is carried out in natural conditions (natural setting) (Sugiyono, 2010). A case study approach is used to describe one focus of several emerging phenomena (Creswell, 2007).

## 3. RESULTS AND ANALYSIS

Based on data from the Ministry of Transportation, there are 28 marine education and training institutions at the university level in Indonesia. This means that the strategic role of marine transportation resources has been well facilitated by the government in the form of a sufficient number of education and training institutions. Higher education as a community forum for learning, most of its roles rely on lecturers in determining maximum learning outcomes. If viewed from the learning dimension, the role of educators in Indonesian society remains the most dominant part even though the technology that can be utilized in the learning process is developing very quickly. This is because the dimensions of the educational process, or more specifically what learning process is played by educators cannot be replaced by technology. This essence contains the meaning that the quality of lecturers is important as a determinant of the success of educational products from STIP. Quality is an agenda or main target of Higher Education, and improving quality is its main task.

### Lecturer Quality Planning

Educators at STIP consist of lecturers, counselors, tutors, instructors, or trainers, and facilitators. STIP lecturers in this case are permanent lecturers, non-permanent lecturers and external lecturers. Permanent Lecturer is a PNS Lecturer who holds the functional position of a lecturer. Non-Permanent Lecturers are civil servants structural officials who are seconded to teach. External Lecturers are non-PNS lecturers who were recruited as a solution to overcome the shortage of internal lecturers. Internal lecturers are permanent and non-permanent lecturers with civil servant status. Professional lecturers are lecturers who teach marine profession courses. The quality of STIP lecturers is part of a subjective assessment, which depends on the customer's perception of the product or service produced by STIP as an institution providing marine education services. The quality of STIP Lecturers is closely related to the Lecturer planning activities carried out by the Central Agency for the Development of Marine Transportation Human Resources as the formulator of the policy for managing lecturers. The concept of planning includes a series of decisions including setting goals, policies, making programs, determining methods and procedures and setting a time schedule for implementation. It is important to understand that, although planning is often overlooked, the relationship it has in planning is with forecasting. Forecasting can be described as predicting what will be needed, what it will look like, whereas planning predicts what the future will look like. Forecasting and planning for lecturers at STIP is done by predicting the need for improving lecturer competencies in the future and making planning strategies, moving activities in achieving the desired results, which are part of the effort to interpret the quality management of education at STIP. The planning of lecturers at the Marine Education and Training Agency refers to the existing quality standards, namely STCW (Standards of Training, Certification and Watchkeeping), Regulation of the Head of the Transportation Human Resources Development Agency Number: SK.2162/HK.208/XI/DIKLAT-2010 concerning Implementation Guidelines Maritime Education and Training as well as Law No. 20 of 2003 concerning the National Education System and from a regulatory perspective, STIP follows the regulation of the Ministry of Transportation. HR planning is an anticipatory form of the need for human resources and personnel adjustments for available positions. STIP has a 2014 Marine Science College Education Guidelines book which is the result of the elaboration of the master regulations which are adjusted based on STIP conditions including lecturer management guidelines. In the Terms of Reference it is stated that the lecturer planning activities are carried out: a) proposing the names of lecturers to be certified according to the available quota b) making proposals for lecturer names to be updated according to the new regulations from STCW (Manila amendment 2010) c) preparing names lecturers to be included in trainings d) monitor the workload of lecturers e) propose the names of lecturers who have not yet received the National Lecturer Identification Number (NIDN). There are still some lecturers who do not have NIDN because they have not included the level of certificate of marine expert competence from DIKTI.

### Improving the Professional Competence of STIP Lecturers

The above requirements are carried out to fulfill the administrative requirements of marine practitioners to become lecturers. To ensure the quality of education is not only required administrative requirements but also requires professional competence as an educator. Professional competence in the Law on Teachers and Lecturers 2005 article 8 is in the form of: a. pedagogic competence, b. personality, c. social, d. professional. The pedagogic competence of lecturers is in the form of the ability to prepare and implement the learning process; the lecturer's personality competence, namely the ability to have a noble, wise, wise and authoritative character so that he becomes an example for students; social skills are the ability of lecturers to communicate and interact efficiently and effectively in the context of ethical discussions with students, colleagues, and stakeholders; Professional ability means having high enough knowledge in supporting the duties and responsibilities of transferring knowledge to students. The realization of the pedagogic competence of lecturers at STIP is carried out through the provision of Training of Trainers (TOT) 609 as a basic requirement for lecturers in marine education institutions. Furthermore, STIP requires lecturers who examine professional courses to have TOT 312 and TOT 610 (used to conduct assessment simulators, both deck simulators and engine simulators) as well as TOT for teachers in laboratories such as TOT BRM and ERM.

The training programmed at STIP is usually related to improving the competence of lecturers in relation to the Tri Dharma of Higher Education. If there are lecturers who lack the ability to research (related to the methodology), UPPM makes a unit program to provide methodological training for lecturers by calling expert resource persons. The training program provided by BPSDM is usually in the form of increasing competency certificates and their proficiency in adjusting qualifications from IMO and STCW. Professional work is different from non-professional workers because a profession requires special abilities and expertise in carrying out its profession. In other words, professional work is work that can only be done by those who are especially prepared for it. The professional development of lecturers must be recognized as something that is very fundamental and important in order to improve the quality of education. Professional development is the process by which lecturers improve and use knowledge, skills and values appropriately.

The lecturer profession has the task of serving the community in the field of education. The demands of this profession provide optimal services in the field of education to the community. In particular, lecturers are required to provide professional services to students so that learning objectives are achieved. So that lecturers who are said to be professional are people who have special abilities and expertise in the field of education so that they are able to carry out their duties and functions as educators with maximum abilities.

Improving the competence of lecturers can be done through in-service training programs. The training implies that after attending the training the lecturer is motivated to improve performance, learning methods or refreshing knowledge and information. This competency improvement can be done through various trainings. Training is to increase the knowledge and skills of the lecturer both for his own benefit and to support the needs of the institution where he teaches in dealing with actual problems.

Lecturer training at STIP is dominated by training in fulfilling teacher qualifications according to IMO and STCW. These include: a) TOT 609 training. Basic training given to all educators who teach at shipping institutions, b). TOT 312 training. Training given to lecturers who examine the shipping profession course, c). Training for teaching lecturers in laboratories, for example: TOT BRM, TOT ERM, TOT ECDIS, d). Implementation training on changes according to the IMO and STCW conventions (Updating), e). "On Board Training" training for professional educators. This training is conducted on a ship. One of the sponsors of the On Board Training is the shipping company MOL, which collaborates with STIP to send lecturers to MOL's ships to be given training. Then to continue to align with the fulfillment of the professionalism of national lecturers, the Tri Dharma of Higher Education is carried out, namely: a). Seminar or socialization of lecturer certification, b). Seminar or socialization of BKD (Lecturer Workload), c). NIDN seminar or socialization, d). Research methodology training, e). English Training. Meanwhile, the development of lecturers at STIP that has been running until now is a). Giving betaruna for educators, b). Sending lecturers to do studies

#### 4. CONCLUSION

Government-owned vocational education institutions have become a particular concern because they have a strategic role in preparing the nation's human resources who are ready to compete in the world of work. Lecturers are indicators that play a strategic role in efforts to shape the realization of the above. The existence of lecturers and activities to manage them is one of the benchmarks that must be planned for

strategies in order to realize the goals of national education. The purpose of managing educators, in this case lecturers, is different from the goals of management in the business world.

The process of planning the quality of STIP lecturers is an effort made by the Maritime Transportation Human Resources Development Agency and the Maritime Science College in order to improve the quality standard of education within the Ministry of Sea Transportation. Several ways are carried out, namely a) Fulfilling the qualifications of quality standards that apply nationally and internationally, both those relating to graduate competence, infrastructure and improving the competence and proficiencies of lecturers. with cadets c) planning work program governance related to procurement, recruitment and development of lecturers. d) Indicators of training and development of lecturers are also motivated by the demands of service users.

Lecturer training at STIP is dominated by training in fulfilling teacher qualifications according to IMO and STCW considering that vocational education contains practice-based learning activities of 60% and theory 40% of the total learning load.

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