

Lecturers Career Development Management in Increasing the Quality of Pts Graduates

By

Ai Surtika Dewi

Sekolah Pascasarjana, Universitas Islam Nusantara

Email: aisurtikadewi@uninus.ac.id

Im Wasliman

Sekolah Pascasarjana, Universitas Islam Nusantara

Email jimwasliman@uninus.ac.id

Hanafiah

Sekolah Pascasarjana, Universitas Islam Nusantara

Email hanafiah@uninus.ac.id

Deti Rostini

Sekolah Pascasarjana, Universitas Islam Nusantara

Email detirostini@uninus.ac.id

Abstract

This research is due to the anxiety of the Foundation's permanent lecturers who do not yet have a lecturer's academic position, where lecturers must carry out the Tridharma of Higher Education, namely education and teaching, research and community service. The purpose of this research is to find out and analyze Lecturer Career Development Management in Improving the Quality of PTS graduates with qualitative methods. The results of this study reveal that: (1) Planning for Lecturer Career Development in Improving the Quality of PTS Graduates with good planning through the Vision, Mission, Plans, Preparation of the necessary carrying capacity will be able to improve the quality of PTS graduates; (2). Organization of Lecturer Career Development in Quality Improvement of PTS Graduates, hierarchically through the Organizational Structure in lecturer career development, the existence of a lecturer career development team, job descriptions and SOPs will facilitate the achievement of lecturer career advancement in accordance with the plans that have been made; (3). Implementation of Lecturer Career Development in Quality Improvement of PTS Graduates with Action Plan guidelines, Analysis of Lecturer Academic Positions in lecturer career development, HR / Teams involved in lecturer career development, Dissemination of plans, Coordination and good communication will motivate lecturers in career development in Level Academic Lecturer (JAD); (4). Evaluation of Lecturer Career Development in Improving the Quality of PTS Graduates through evaluation Instruments, Time in conducting evaluations, Evaluation techniques, Evaluation results, Analysis of results and evaluations to improve and perfect the lecturer career development process on a regular basis (evaluations are carried out every semester); (5). The inhibiting factors encountered in carrying out Lecturer Career Development in Improving the Quality of PTS Graduates both Policy Obstacles, Administrative Personnel, Facilities and infrastructure, Costs, Coordination and communication must have good alternative solutions so that lecturer career development can run according to what has been planned; (6). Solutions made in Lecturer Career Development in Improving the Quality of PTS Graduates, there should be a solution to policies, administration staff, facilities and infrastructure, costs, coordination and communication so that the quality of PTS graduates has good quality by increasing the career of lecturers who have JAD at least Lector; (7). The Impact

of Lecturer Career Development on Improving the Quality of PTS Graduates, this has an impact on increasing the functional positions of lecturers, increasing the rank of lecturers and increasing the quality of graduates.

Keywords: Management of Lecturer Career Development, Quality of PTS Graduates

Introduction

Seeing the enormous challenges and the disparity between the quality of graduates and the needs of the world of work, it is inevitable that higher education management needs to focus on the synergy of human resources. The demand for the fulfillment of the quality of education, especially in tertiary institutions, cannot be separated from the role of the lecturer, who in carrying out the main tasks of the Tridharma of Higher Education is based on the professionalism of the lecturer as a scientist. Efforts to develop human resources (HR) in line with the development of global digital trends, higher education institutions are required to improve the quality of lecturers. The quality of a lecturer can be seen not only from the results of the education and teaching process carried out, but also from the research and scientific work produced and published, as well as the usefulness of the knowledge he has for the community through community service activities.

The main task of the lecturer is to carry out the Tridharma of Higher Education, namely education and education, research, and community service. For this reason, lecturers in carrying out their main duties are always aligned with the vision, mission and goals of the higher education institutions which lead to the implementation of the Tridharma of Higher Education. In the implementation of the Tri Dharma of Higher Education, one of them is the field of research, universities have an obligation to document the findings, ideas or ideas that are produced into a scientific work. The resulting scientific work is then published, as a form of contribution of thought to answer various societal problems. The purpose of the obligation of lecturers to write scientific papers is not only to improve writing skills, but also to develop teaching materials in the form of modules/dictates, seminar/symposium/workshop papers in the form of proceedings, writing books, even for submitting and upgrading lecturer functional positions, lecturer certification (serdos), as well as program and institutional accreditation. Specifically for the functional position of a lecturer is: "a position that shows the duties, responsibilities, authorities and rights of a lecturer in a higher education unit which in practice is based on certain expertise and is independent" (Permendikbud Number 92 of 2014).

Duties and responsibilities based on certain expertise that are independent, it means that the lecturer has the duty and responsibility to transform knowledge, develop and disseminate knowledge through research activities or lecturer scientific work. As stated in Permenristekdikti Number 20 of 2017, that: (1) Expert Assistant; (2) Lecturer; and (3) The Associate Professor must produce at least three scientific works published in accredited national journals, and one scientific work published in an international journal, patents, or works of monumental art/monumental designs. Head Lectors who cannot fulfill the scientific work, their professional allowances are temporarily suspended; and (4) Professor or Professor of at least three scientific papers published in international journals or at least one scientific paper published in a reputable international journal. Professors must also produce books or patents or monumental works of art within 3 years.

Lecturer careers cannot be separated from the role of education staff and the problems faced by the staffing department, including: (1) there is no integrated system due to the storage of credit score acquisition data, staffing still has difficulty knowing the number of lecturers

who are currently or will apply for a lecturer academic promotion; (2) administrative staff are less creative and innovative in lecturer academic activities; (3) the lecturer academic position system has not facilitated the process of proposing lecturer credit score ratings and has not been able to display a dashboard to make it easier for leaders to find out developments regarding the number of lecturer academic positions quickly and in real time which can be accessed anywhere.

Based on infographics on lecturer data published by the PDDIKTI information and publication sub-sector (Pusdatin IPTEK DIKTI) seen from academic positions, especially lecturers at State Universities, there were 69,662 of whom held the academic position of 23,289 lecturers at most, 21,550 head lecturers, 13,877 expert assistants, 6,912 people without positions and 4,034 professors. Meanwhile, Region IV Kopertis or LLDIKTI IV, seen from academic positions, especially PTS Region IV lecturers, totaled 19,005, with the most having academic positions without positions of 11,078 people, 3,909 expert assistants, 2,742 lecturers, 1,142 head associate professors and 1,142 professors. 134 people. In line with this research, that the three objectives of SN Dikti above can only be implemented if they carry the concept of creativity and innovation as in the "Free Learning and Independent Campus" program. The application of the concepts of creativity and innovation in the "Free Learning and Independent Campus" program is to produce something new and this can only be done through the second dharma, namely research which contains published scientific works by lecturers.

This research focuses on Lecturer Career Development Management in Improving the Quality of PTS Graduates. The reason for selecting private universities as research locations is because private universities have greater autonomy compared to state universities. Through this autonomy, private tertiary institutions can encourage their lecturers to improve their abilities in implementing the Tridharma of Higher Education. On the other hand, it is also intended to find out the supporting and inhibiting factors of a lecturer's quality, so the researchers conducted this research at two private tertiary institutions in Purwakarta Regency, namely STIE Wibawa Karta Raharja and STIE Dr.Khez Muttaqien.

From the results of an empirical preliminary study, the researchers found several problems related to the functional positions of PTS lecturers, especially in the College of Economics Cluster in Purwakarta Regency in general, including: (1) there are still lecturers who do not know exactly the number of credit points they have, so difficulties in proposing academic promotion; (2) lecturers are less motivated to make requirements related to the lecturer's academic position; (3) there is no system that stores the number of credit scores that can be viewed anytime and anywhere; (4) the lecturer has difficulty collecting the required files, because the data is not stored in one documentation location and finally; (5) lecturers' understanding of the implementation of the tri dharma for JAD is still lacking. This is reinforced by the opinion of Ari Muzakir and Kurniawan (2014) who stated that the number of elements and assessment criteria that differ for each element makes it difficult for many lecturers to record data and calculate how many credit points they have obtained to take care of functional promotion. On this basis, in the context of developing lecturer careers, it is necessary to carry out comprehensive research on the management of lecturer career development in the PTS Internal Quality Assurance System through in-depth studies, related to vision, mission, goals, quality policy, learning and training processes, analysis of personal circumstances, plans for institutional development, financing, evaluation and follow-up in relation to efforts to improve the management of lecturer career development through the PTS Internal Quality Assurance System. By paying attention to the various problems above, many problems are illustrated, especially in the career development of lecturers in improving the

quality of TS graduates. To solve the various problems above, the researcher tries to highlight and raise these problems in a study entitled "Management of Lecturer Career Development in Improving the Quality of PTS Graduates".

Methods

In this study using a case study method through a qualitative approach. Data research techniques through observation, interviews, documentation studies, and triangulation. Observations were made regarding the location and conditions of the research site. Interviews were conducted by asking questions to selected respondents who have relevance to the problem under study. Documentation studies are concerned with written documents that support research. Triangulation is done by combining the three techniques. The research location was conducted at STIE Wibawa Karta Raharja and STIE Dr. Khez Muttaqien and as research subjects the respondents consisted of the Head of STIE, Deputy Head of Academic Affairs, Head of Study Program, Student Representatives and other informants who were assessed to understand research problems as a data source. Data analysis was carried out through data reduction, data presentation and drawing conclusions.

Results and Discussion

Planning for Lecturer Career Development in Improving the Quality of PTS Graduates

Planning for lecturer career development in improving the quality of graduates at STIE Wibawa Karta Raharja already has good planning, this can be seen from having a Vision, Mission, Plans and Preparation of the supporting capacity needed in developing lecturer careers in improving the quality of PTS graduates who are qualified and absorbed by DUDI (Institution or company). While the planning of lecturer career development in improving the quality of graduates at STIE Dr. Khez Muttaqien already has a very good plan, this can be seen from having a Vision, Mission, Plan and Preparation of the supporting capacity needed in the career development of lecturers in improving the quality of quality PTS graduates and being absorbed by DUDI (Institutions and companies). This is proven by the fact that the Management and Accounting Study Programs have been accredited "B or Very Good" by BAN PT.

Improved quality (quality improvement) implies increased to be better than before. In www.BrainyQuotes.com quality improvement is an effort to increase, progress or growth, additions or improvements, additional benefits or modifications. Thus, it can be concluded that quality improvement is an effort to increase benefits, continuous progress to create certain advantages. To improve the ability of lecturers in carrying out education and teaching, namely by providing training, assignments, funding, support in terms of certain advantages. As for indicators of improving the quality of lecturers in terms of the implementation of higher education tridharma and publication professionalism, namely achievement in implementing higher education tridharma, lecturer academic functional positions, lecturer certification, institutional accreditation, study program accreditation, lecturer intellectual property rights.

The above is in accordance with research conducted by Ilham Fahmi et al (2020) at the Indonesian University of Education entitled "Improving Lecturer Quality in the Learning Process at Universities" Journal of Educational Administration. The results of the study stated that the method used was a qualitative method with a case study approach in 27 study programs at Singaperbangsa University, Karawang, and involved elements of leadership, quality control units, lecturers and students as research participants. The results of this study indicate that tertiary institutions have implemented policies and programs to improve the qualifications and

competence of lecturers, but as a whole have not shown superior quality in accordance with the lecturer quality standards that have been set as prerequisites in the administration of a lecture. Quality learning process in universities.

Based on the above it can be concluded that the planning of lecturer career development in improving the quality of PTS graduates. This is supported by relevant previous theory and research which states that planning career paths in functional positions for lecturers must have a minimum education of S2 (masters) and S3 (Doctoral) for the rank of Associate Lecturer or Professor. Further studies, trainings, certifications, related to improving the quality of lecturers and the quality of education can make a contribution to students in a fair and proper manner, it is hoped that they will contribute to changes and improvements in education.

Organization of Lecturer Career Development in Improving the Quality of PTS Graduates

The organization of lecturer career development in improving the quality of graduates at STIE Wibawa Karta Raharja already has good organization, this can be seen from having an organizational structure, a team, having clear job descriptions and having SOPs (Standard Operating Procedures) needed in developing a lecturer's career in improving the quality of quality PTS graduates. While the organization of lecturer career development in improving the quality of graduates at STIE Dr. Khez Muttaqien already has very good organization, this can be seen from having an organizational structure, team, having clear job descriptions and having SOPs (Standard Operating Procedures) needed in developing lecturer careers in improving the quality of quality PTS graduates. This is evidenced by structural officials in this case, the head of STIE and the deputy chairperson have Doctoral academic degrees.

Research conducted by Sururama, R., Rawis, J.A.A.M., Simandjuntak, S., & Senduk, J.F. (2017). "Human Resource Management of College Educators in Teling Manado TKT III RUMKIT NURSES'S ACADEMY", *Global Journal of Human Resource Management*, Vol.5, No.6, pp.27-35, Published by European Center for Research Training and Development UK, ISSN 2053-5686 (Print), ISSN 2053-5694 (Online). Higher education human resource management can be interpreted as an effort to plan, organize, mobilize and evaluate higher education human resources so that they can make the maximum possible contribution to the development of higher education institutions and program achievements. and work plans. A higher education human resource management research is an integral part of the growing context of Human Resource Management specializing in human resource management in higher education. Higher Education Human Resource Management becomes a concept, facts and ideas, a group, campus and personal community. A lecturer as a figure and as an ordinary human being as well as a group of intellectual (educated) people who can be elaborated in scientific and cultural studies. The existence of Higher Education Human Resource Management is a challenge as well as a need for higher education institutions and stakeholders. Higher Education Human Resource Management is able to display professional lecturer profiles in carrying out their duties, namely carrying out the Tridharma of Higher Education. Higher education to go to world class university (WCU) lecturers must comply with educational qualifications, lecturer status according to competency standards and all lecturers have NIDN. The results of this study are: 1) Corps or alma mater in an institution is very important in terms of planning, especially recruitment and selection; 2) Climate and organizational culture are considered in terms of planning; 3) Development brings changes in behavior towards specialization, differentiation and professionalism of lecturers in teaching, personal, social and professional; 4) Improving performance and responsibility for the duties and functions of educators or lecturers is the responsibility of educators or faculties and educational institutions so that irregularities or mistakes can be avoided; 5) Efforts to maintain

the consistency of the professionalism of educators or lecturers are carried out both by educators or lecturers and agencies, so that optimal results in increasing lecturer professionalism can be carried out continuously. In this case, the commitment of all stakeholders in the education sector to properly and responsibly manage higher education human resources is the key to success in creating professional lecturers.

Based on the above it can be concluded that the organization of lecturer career development in improving the quality of PTS graduates. This is supported by relevant previous theory and research which states that organizing in improving performance and responsibility for the duties and functions of educators or lecturers is the responsibility of educators or faculties and educational institutions so that deviations or mistakes can be avoided. So that optimal results in increasing the professionalism of lecturers can be carried out continuously.

Implementation of Lecturer Career Development in Improving the Quality of PTS Graduates

The implementation of lecturer career development in improving the quality of graduates at STIE Wibawa Karta Raharja has been going well, this can be seen from the action plan, JAD analysis, the HR/Team involved, the socialization of plans and the existence of coordination and two-way communication which is very necessary in lecturer career development in improving the quality of quality PTS graduates with an average of permanent lecturers having JAD (Assistant Expert or Lector). While the implementation of lecturer career development in improving the quality of graduates at STIE Dr. Khez Muttaqien has been going well, this can be seen from the action plan, JAD analysis, the HR/Team involved, the socialization of the plan and the existence of two-way coordination and communication which is very much needed in the career development of lecturers in improving the quality of quality PTS graduates on average -the average permanent lecturer of the study program has a JAD (minimum an Lector).

This research was strengthened by that conducted by Suryawan, G., Andi, A.J.G., Hanafi, I. (2020). "The Role of Leadership and Academic Atmosphere in Private Universities in Improving the Quality of Lecturers (Study at Warmadewa University)", *International Research Journal of Management, IT & Social Sciences*, Vol. 7 No. 3, May 2020, pages: 72-82. Conclusion: The implementation of the Tridharma of Higher Education has been carried out properly and continuously or continuously. In the field of education and teaching, the quality of lecturers is good, this can be seen from several indicators such as educational qualifications, academic positions, lecturer certification, and active lecturers in preparing textbooks, involving team teaching, curriculum development.

Based on the above it can be concluded that the implementation of lecturer career development in improving the quality of PTS graduates. This is supported by relevant previous theory and research which states that the implementation of lecturer career development in improving the quality of PTS graduates, is expected to be able to carry out the TUPOKSI as lecturers who are expected to be able to carry out teaching, research and community service to the maximum will increase the number of lecturers obtaining certification and increasing the re-accreditation of study programs so that it has an impact on the number of new students who enter the PTS. Because PTS that have study program accreditation of at least "B" or "Very Good" will be the student's choice.

Evaluation of Lecturer Career Development in Improving the Quality of PTS Graduates

Evaluation of lecturer career development in improving the quality of graduates at STIE Wibawa Karta Raharja has been going well, this can be seen by the existence of evaluation

instruments, time to carry out evaluations, techniques and evaluation results that are analyzed which are very necessary in developing lecturer careers in improving the quality of PTS graduates quality with the average permanent lecturers having JAD (Expert Assistant and Lector). So that it makes it easier to have control for increasing the lecturer's JAD every year. While the evaluation of lecturer career development in improving the quality of graduates at STIE Dr. Khez Muttaqien has been going well, this can be seen from the existence of an evaluation instrument, the time to carry out the evaluation, the technique and the results of the evaluation being analyzed which are very much needed in the career development of lecturers in improving the quality of quality PTS graduates with an average permanent lecturer of study program having JAD (Expert Assistant and Lector). Currently STIE Dr. Khez Muttaqien encouraged especially permanent lecturers who still hold Masters degrees to continue their further studies at the doctoral program (S3), especially Doctoral Programs in Management (permanent lecturers in the Bachelor of Management study program) and Doctoral Degree in Accounting (permanent lecturers in the Bachelor of Accounting study program).

Other research reinforced that conducted by Miškeljin, L., Arsenijevic, J. (2014). "Quality of teaching –Teachers' and Students' Perspectives", Conference: ICERI 2014 Proceedings 7th International Conference of Education, Research and Innovation, At: Seville, Spain, November 2014, Developing teacher education programs in the future must be a fundamental objective of activities the evaluation implemented, and the procedures for monitoring and assessing students represent not only post-educational activities, but also educational practice itself. If during planning -programming courses, one is concerned not only with the academic content of education, it cannot be reduced to the content of the results of a given discipline. If planning -programming is oriented towards developing the cognitive resources and competencies of diverse learners, as well as educational goals, specific student needs, specific institutional and social environments, and individual teacher competencies and intentions, then it is necessary to monitor and evaluate. Therefore, evaluation becomes inevitable to achieve the different perspectives needed for planning and programming the teaching process, and is a phase in the program development process, not just a source of information about its performance. The research review provided shows that the approach to evaluation in the construction of the quality of the teaching process must be considered and based on its network elements: evaluation in general and its relationship to the curriculum, student assessment tools, content of the learning context, teachers and students and their role in learning. Comparative studies on the assessment of course quality, namely modules and outcomes, content and learning quality from two different perspectives (teachers and students), allow the author to review the differences in perspectives. The difference in answers, although not too large, is still consistent, indicating that the two groups do not view learning as knowledge that is jointly constructed by the joint involvement of teachers and students, their interactions, cooperation, and exchanges. "...education should be centered on discovery and should emphasize creativity and initiative, interaction and collaboration". A particularly vulnerable area of disagreement was the assessment system based on the diversity of student and teacher perceptions, and from this study it was shown the inconsistency between the assessment systems academic excellence and achievement of learning outcomes, i.e. lack of connection between goals and outcomes identified through the control process Findings: the essential aim of the evaluation and self-assessment process, is to critically evaluate the educational (teaching and learning) process, leading to the development of general competencies and professionalism, and sensitivity to the assessment of the teaching process.

Based on the above it can be concluded that the evaluation of lecturer career development in improving the quality of PTS graduates. This is supported by relevant previous

theory and research which states that the evaluation of lecturer career development in improving the quality of PTS graduates, to evaluate the lecturer career development process (teaching and learning), which leads to the development of general and professional competencies, and sensitivity for assessment teaching process. Through lecturers who are competent and have JAD, it is hoped that they will be able to provide quality teaching and learning so that they are able to produce quality graduates.

Inhibiting factors encountered in carrying out Lecturer Career Development in Improving the Quality of PTS Graduates

The inhibiting factors encountered in carrying out lecturer career development in improving the quality of graduates at STIE Wibawa Karta Raharja have gone well, this can be seen by the existence of obstacles such as policies, administrative staff, facilities and infrastructure, costs, coordination and communication can be overcome by various alternative solutions that are very necessary and focus on developing lecturer careers in improving the quality of quality PTS graduates. So that the quality of graduates of STIE Wibawa Karta Raharja become graduates who have a commendable reputation (moral and competent in their fields, both management and accounting experts). While the inhibiting factors encountered in carrying out lecturer career development in improving the quality of graduates at STIE Dr. Khez Muttaqien has been going well, this can be seen by the existence of obstacles such as policies, administrative staff, facilities and infrastructure, costs, coordination and communication can be overcome with various alternative solutions that are very necessary and focus on developing lecturer careers in improving the quality of graduates Quality PTS. Through the vice chairman for academics and vice chairman for finance and human resources, STIE Dr. Khez Muttaqien encourages and facilitates research with permanent lecturers and research with students whose funding is charged to STIE. This is intended to accelerate the increase in the career path of lecturers, especially the publication of journals (research), both accredited national journals and reputable international journals.

Other appropriate research was conducted by Fitriana, A. (2018). "The influence of the quality of lecturer learning on student teaching skills", ENSAINS Journal of the National University, Vol. 1 Number. 2 September 2018. The results of this study state that there is a significant influence between the quality of lecturer learning and student teaching skills. Based on the ANOVA table, it is known that the value of Sig = 0.029 < 0.05. If the Sig value is < than α (0.05) then H_0 is rejected. This means that the variable of student teaching skills is affected by the quality of lecturer learning. From the conclusions the authors suggest: 1) for lecturers to facilitate students in lectures, it is necessary to improve the quality of lecturers as professionals and are obliged to carry out the three dharma to the fullest. 2) For students to do simulation exercises to hone teaching skills in front of students. 3) Higher education institutions need to facilitate facilities and infrastructure such as the provision of micro teaching and learning media for practicum.

Based on the above it can be concluded that the inhibiting factors of lecturer career development are in improving the quality of PTS graduates. This is supported by relevant previous theory and research which states that the inhibiting factors of lecturer career development in improving the quality of PTS graduates, through the deputy chairperson for academics and deputy chairperson for finance and human resources, encourage and facilitate research with permanent lecturers and joint research with students who's funding is charged to STIE. This is intended to accelerate the increase in the career path of lecturers, especially the publication of journals (research), both accredited national journals and reputable international journals.

Solutions made in Lecturer Career Development in Improving the Quality of PTS Graduates

The solutions made in developing lecturer careers in carrying out lecturer career development in improving the quality of graduates at STIE Wibawa Karta Raharja have gone well, this can be seen by the existence of alternative solutions such as policies, administrative staff, facilities and infrastructure, costs, coordination and very good communication. Required and focuses on lecturer career development in improving the quality of PTS graduates who have global competitiveness, are competent and have a commendable reputation. Meanwhile, the solution for developing lecturer careers is in implementing lecturer career development in improving the quality of graduates at STIE Dr. Khez Muttaqien is already going well, this can be seen by the existence of alternative solutions such as policies, administrative personnel, facilities and infrastructure, costs, coordination and communication which are very necessary and focus on developing lecturer careers in improving the quality of PTS graduates who have global competitiveness, are competent and entrepreneurial spirit.

Another study conducted by Sururama, R., Rawis, J.A.A.M., Simandjuntak, S., & Senduk, J.F. (2017). "Human Resource Management of College Educators in Teling Manado TKT III RUMKIT NURSES'S ACADEMY", *Global Journal of Human Resource Management*, Vol.5, No.6, pp.27-35, Published by European Center for Research Training and Development UK, ISSN 2053-5686 (Print), ISSN 2053-5694 (Online). The results of this study are: 1) Corps or alma mater in an institution is very important in terms of planning, especially recruitment and selection; 2) Climate and organizational culture are considered in terms of planning; 3) Development brings changes in behavior towards specialization, differentiation and professionalism of lecturers in teaching, personal, social and professional; 4) Improving performance and responsibility for the duties and functions of educators or lecturers is the responsibility of educators or faculties and educational institutions so that irregularities or mistakes can be avoided; 5) Efforts to maintain the consistency of the professionalism of educators or lecturers are carried out both by educators or lecturers and agencies, so that optimal results in increasing lecturer professionalism can be carried out continuously. In this case, the commitment of all stakeholders in the education sector to properly and responsibly manage higher education human resources is the key to success in creating professional lecturers.

Based on the above, it can be concluded that the solutions provided from lecturer career development are in improving the quality of PTS graduates. This is supported by relevant previous theory and research which states that the solutions provided from lecturer career development in improving the quality of PTS graduates, from the aspects of education, research, and community service are contained in the Tridharma of Higher Education. Through the professional development of lecturers, it is carried out by designing lesson plans, taking doctoral education, attending conferences and workshops, involving students in community activities, and filling out intellectual property rights in their research. So that the career development of PTS lecturers in improving the quality of PTS graduates can be achieved optimally.

The Impact of Lecturer Career Development in Improving the Quality of PTS Graduates

The impact of lecturer career development in carrying out lecturer career development in improving the quality of graduates at STIE Wibawa Karta Raharja has gone well, this can be seen by the increase in Lecturer Academic Positions (JAD) and the quality of graduates

which is very necessary and focuses on developing lecturer careers in improving quality PTS graduates whose learning is guided and taught by professional lecturers who already have a minimum JAD Expert Assistant or Lector. While the impact of lecturer career development in carrying out lecturer career development in improving the quality of graduates at STIE Dr. Khez Muttaqien has been going well, this can be seen from the increase in Lecturer Academic Positions (JAD) and the quality of graduates which is very much needed and focuses on developing the careers of lecturers in improving the quality of PTS graduates with a minimum education degree of Masters with JAD lecturer or lecturers with a Doctorate degree (Doctor) .

Other appropriate research was conducted by Fahmi, I., Gaffar, M.F., Permana, J., Harawan, E. (2020). "Improving the quality of lecturers in the learning process at the University", *Journal of Educational Administration*, Vol. 27 Issue 2, October 2020 Pg. 268-239, the results of this study state that the implemented quality policy prioritizes development and development of lecturer qualifications and competencies rather than infrastructure development policies. The lecturer qualification improvement program is carried out by encouraging and facilitating lecturers to improve their academic qualifications by conducting further studies, and the results are starting to show positive results in terms of the number of lecturers who have and are currently conducting further studies to the strata 3 level (doctoral program) both within and outside overseas. Meanwhile, the lecturer competence improvement program has been carried out by implementing policies and programs for developing lecturer competencies so that lecturers continue to improve or develop their competencies in carrying out quality learning processes in class. The lecturer quality improvement system at universities involves seven quality elements, namely quality philosophy, quality standards, quality goals, quality structures, quality processes, quality assurance cycles. Quality control circle) and quality evaluation (quality evaluation). These seven quality elements form integration in improving the quality of lecturers in implementing a quality learning process to answer the demands of stakeholders and to gain the trust of stakeholders in the quality of the learning process organized by the university.

Based on the above, it can be concluded that the impact of lecturer career development on improving the quality of PTS graduates. This is supported by relevant previous theory and research which states that the impact of lecturer career development is in improving the quality of PTS graduates. The lecturer qualification improvement program is carried out by encouraging and facilitating lecturers to improve their academic qualifications by conducting further studies, and the results are starting to show positive results in terms of the number of lecturers who have and are currently conducting further studies to the strata 3 level (doctoral program) both at home and abroad. This is expected to be able to motivate and develop the JAD career of permanent lecturers at PTS so that the quality of PTS graduates can be optimally achieved.

Conclusion

In general, there are similarities in objectives through Lecturer Career Development Management in Improving the Quality of PTS Graduates. In principle, Lecturer Career Development Management refers to standards and procedures and is carried out in the work program of the vice chairman of the academic field and vice chairman of the HR sector which consists of aspects of planning (planning), organizing (organizing), implementation (actuating), evaluation (evaluation); and control (controlling) so that the career development of lecturers in improving the quality of graduates can be improved by PTS, even though they have not reached the expected degree. Specifically as follows:

1. Planning for Lecturer Career Development in Improving the Quality of PTS Graduates with good planning through Vision, Mission, Plans, and Preparation of the necessary supporting capacities will be able to improve the quality of PTS graduates.
2. Organization of Lecturer Career Development in Improving the Quality of PTS Graduates, hierarchically through the Organizational Structure in lecturer career development, the existence of a lecturer career development team, job descriptions and SOPs will facilitate the achievement of lecturer career advancement in accordance with the plans that have been made.
3. Implementation of Lecturer Career Development in Improving the Quality of PTS Graduates with Action Plan guidelines, Analysis of Lecturer Academic Positions in lecturer career development, HR / Teams involved in lecturer career development, Dissemination of plans, Good coordination and communication will motivate lecturers in career development in Lecturer Academic Level (JAD).
4. Evaluation of Lecturer Career Development in Improving the Quality of PTS Graduates through evaluation Instruments, Time in conducting evaluations, Evaluation techniques, Evaluation results, Analysis of results and evaluations to improve and perfect the lecturer career development process on a regular basis (evaluations are carried out every semester)
5. The inhibiting factors encountered in carrying out Lecturer Career Development in Improving the Quality of PTS Graduates both Policy Barriers, Administrative Personnel, Facilities and infrastructure, Costs, Coordination and communication must have good alternative solutions so that lecturer career development can run according to what has been planned.
6. Solutions made in Lecturer Career Development in Improving the Quality of PTS Graduates, there should be policy solutions, administration staff, facilities and infrastructure, costs, coordination and communication so that the quality of PTS graduates has good quality with career advancement lecturers who have JAD at least Lector.
7. The Impact of Lecturer Career Development on Improving the Quality of PTS Graduates, this has an impact on increasing the functional positions of lecturers, increasing the rank of lecturers and increasing the quality of graduates.

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