

**Quality Management of Certified Lecturers in the VUCA Era  
(Ethnographic Studies in UIN Prof. K.H.Saifuddin Zuhri Purwokerto)**

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**Abstract**

This research is aimed at: (1) describe the quality management of certified lecturers to implement the Tridharma of Higher Education in UIN Prof. K.H. Saifuddin Zuhri Purwokerto; and (2) describe the new concept of quality management of certified lecturers in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. This research is qualitative research with ethnographic methods. Data in this study were collected using interview, observation and documentation techniques. While data analysis techniques are carried out simultaneously when the data collection process is carried out. The results showed that the steps taken to improve the quality of prospective lecturers who will take the certification test include: (1) Carry out higher education training activities for lecturers; (2) Conducting religious moderation seminars; (3) Conducting workshops on reporting Lecturer Workload (LBKD); (4) Collaborate with Research and Community Service Institutes to organize research methods workshops; (5) Collaborating with the Institute for Research and Community Service to organize community service workshops. (6) Carry out guidance and assessment of Qur'an literacy and practice of worship for lecturers. These six steps have implications for improving the quality of certified lecturers in the VUCA (*Volatility, Uncertainty, Complexity, Ambiguity*) era.

Keywords: lecturer, management, quality, certification.

**A. Introduction**

the educational community is now in the VUCA (*Volatility, Uncertainty, Complexity, Ambiguity*) era Where the campus world today is easy to experience a *volatility, Uncertainty, Complexity and Ambiguity* (Gao et al., 2021). All of that fosters challenges and opportunities that require adjustment and adaptation to the quality of human resources. The VUCA era makes the education sector the backbone to produce quality and resilient human resources. So it is necessary to create creative, intelligent,

innovative, dynamic and flexible learning characteristics in order to create nuances of freedom in learning, creativity, adaptation and maximum competence of quality graduates.

Regarding the problem of improving the quality of education in universities, it cannot be separated from the role of lecturers (Jufrizen et al., 2020). Legally formally, lecturers are a highly expected profession in improving the quality of education in Indonesia (UU Guru dan Dosen Nomor 14

Tahun 2005). One of the professional lecturer performance is to have a lecturer certificate and has a very important role in the quality management of education in higher education. However, lecturers owned by universities are not themselves able to work effectively without a program.

Berdasarkan studi pendahuluan di UIN Prof. K.H.Saifuddin Zuhri Purwokerto, *Das Sein* indicates that: *First*, lecturers' busy teaching is more than doing research and community service; *Second*, time and cost are constraints for lecturer research and collaboration with students; *Third*, the implementation of community service is constrained by time and place; *Fourth*, there is no concept of quality management for certified lecturers to carry out the tridharma of higher education.

Quality management of lecturers certified in UIN Prof. K.H.Saifuddin Zuhri Purwokerto was chosen as a research site because (1) is the only State Islamic University in Banyumas Regency that is a standard and *pilot project* for universities in the vicinity (2) become a reference for quality development in surrounding private Islamic universities; (3) It has more than 8,000 students and accepts 3,500 new students in 2022, so the author is interested in examining how the competence of lecturers; (4) Superior Accreditation.

This research is based on the research of Akenyemi & Abiddin which concluded, "*Quality higher education system will produce quality skills and quality human capacity. TQM and CQI implementation in the university system will go a long way in expanding the skill capacity of academic staffs and consequently that of students*" (As et al., 2020). Researchers continue by examining the quality of certified lecturers using a qualitative approach, a type of ethnographic study.

This research also points to the departure of Usep Dedi Rostandi's research which concluded "Improving the quality of lecturers is constrained because the paradigm of the main task of lecturers is only as teachers, low academic functional positions, lack of information about improving the quality of

lecturers" (Rosandi, 2021). This research continues Usep Dedi Rostandi's research on quality management of certified lecturers. The objectives of this study are: *First*, to describe the quality management of certified lecturers to implement the Tridharma of Higher Education in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. *Second*, to describe the new concept of quality management of certified lecturers in UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

## B. Research Methods

This research is qualitative research with ethnographic methods, as explained by Creswel "*an ethnographer is interested in examining these shared patterns, and the unit of analysis is typically larger than the 20 or so individuals involved in a grounded theory study*" (Creswell et al., 2007). This research was conducted in UIN Prof. K.H. Saifuddin Zuhri yang berlokasi di Jl. A. Yani No. 40A Purwokerto.

This research proposal uses primary data sources and secondary data with interview, observation, and documentation data collection techniques. Data analysis was carried out during conducting research. There are four stages of data analysis interspersed with data collection in accordance with ethnographic methods proposed by Spradley, namely: domain analysis, taxonomy, componential and cultural theme analysis (Sugiyono, 2010). With regard to the validity and reliability of qualitative research data, researchers use two kinds of triangulation techniques, namely: triangulation techniques and source triangulation (Moleong, 2010).

## C. Results and Discussion

### Quality Management of Certified Lecturers to Implement the Tridharma of Higher Education

Quality related to standardization. That's because quality is achieved through a standard-compliance process (Ahmed & Idris, 2021). In the context of lecturer certification, there is standardization which means there is a process of meeting standards to achieve quality

(Haryono et al., 2019). Based on the results of the study, it can be seen that the standards that must be met by lecturers in UIN Prof. K.H. Saifuddin Zuhri Purwokerto In order to take the certification test, among others:

1. Registered in Higher Education Database (PDDIKTI);
2. Registered and eligible on the Diktis Lecturer Certification Application;
3. Have academic qualifications of at least S2;
4. Has NIDN;
5. Have at least two consecutive years of service at the university where the concerned serves when proposed as evidenced by a performance report or LBKD;
6. Have an academic position of at least Expert Assistant.

After meeting the above standards or criteria, lecturers can be proposed to take a certification test by the Quality Assurance Institute (LPM) UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Lecturers who pass will then take part in a series of assessments as follows:

1. National Islamic Vision Assessment (WIK).
2. Perceptual assessment (4 groups of assessors, namely 5 students, 3 peers, direct supervisors, and proposed lecturers)
3. Combined assessment (combined academic qualification scores, academic positions, rank/room group/impassing, competitive scores)
4. Self-description assessment for which the assessment is carried out by the assessor
5. Complete the (additional) requirements in the form of a valid English or Arabic proficiency certification and/or no later than 2 (two years at the time of verification of prospective participant data, provided that: (a) Language Certificates are issued by the Language Center at the Higher Education Organizing Lecturer Certification (PTP Serdos) within the Ministry of Religious Affairs. Especially for English language competence, certificates issued by international institutions ITP, IBT, or IELTS are acceptable; and (b) an English

score of at least 450 (TOEFL) or 5.0 (IELTS), while an Arabic score of at least 430 (TOAFL).

Lecturer certification participants are declared passed if they pass the following element assessments:

1. National Islamic Insight.
2. Perceptual assessment from students, peers, superiors and oneself. Self-description assessment for which the assessment is carried out by the assessor.
3. Consistency between perceptual value and self-description.
4. Language certificate.
5. Combined scores of academic qualifications, academic positions, ranks/room groups, and specific scores.

It can be said that ideally every lecturer should be certified. That is why LPM UIN Prof. K.H. Saifuddin Zuhri Purwokerto makes various efforts to improve the quality of lecturers so that lecturers who have not been certified can pass the lecturer certification test. The steps taken to improve the quality of prospective lecturers who will take the certification test include:

1. Carry out *higher education training activities* for lecturers.

Higher education training *activities* are intended for new lecturers at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Higher *education training activities* were carried out for three days. On the first day, participants were provided with knowledge about *student-centered learning* from a theoretical or conceptual side. Then on the second day participants were provided with knowledge about *active learning* from a theoretical and conceptual side. Then on the third day participants were facilitated by time facilitators and the opportunity to conduct teaching practices using active learning strategies. The materials provided in *higher education training activities* are very relevant to the psychological condition of students who are *agents of change* with all critical attitudes that make themselves always want to be the subject of learning (Alam & Islam, 2017).

During *higher education training*

activities, facilitators provide assistance to lecturers to strengthen their pedagogic competence by intensely conducting interactive lectures, *focus group discussions* and monitoring participants' performance in organizing learning activities with active learning strategies.

Higher education training activities have contributed to the strengthening of pedagogic competence in lecturers. This has implications for the increasing quality of learning. A set of pedagogical competencies obtained by lecturers in higher education training activities can be used as provisions by them in participating in perceptual assessments from students, peers, and superiors related to their ability to organize lecture or teaching activities as one of the tri dharma activities of higher education.

## 2. Conduct seminars on religious moderation.

Religious moderation seminars are aimed at lecturers so that lecturers have moderate Islamic religious insights. At the seminar, the lecturers were provided with knowledge about: (1) the Islamic concept of *rahmatan lil alamin*; (2) radicalism in religion; (3) deradicalization in religion; and (4) practical efforts that can be made to strengthen religious moderation in oneself, family, students and society.

The religious moderation seminar was facilitated by speakers from the Indonesian Ministry of Religious Affairs, lecturers from other universities and community leaders. After participating in moderation seminar activities, lecturers gradually also took religious moderation tests organized by the personnel unit at UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

The results of religious moderation activities and religious moderation tests can be used as provisions for lecturers to take the national Islamic insight exam when they take the certification test organized by the Indonesian Ministry of Religious Affairs. The results of the moderation seminar are also used as religious lecture material by lecturers when they become speakers at recitation activities, Friday sermons, and others as it is known that

one of the intense tri dharma activities of higher education carried out by lecturers in the field of community service is to become extension workers / resource persons / missionaries / dai.

## 3. Conducting workshops on reporting Lecturer Workload (LBKD).

The Lecturer Workload Reporting Workshop (LBKD) is aimed at novice lecturers. In the workshop, the lecturers were provided with knowledge on how to plan the lecturer workload (RBKD) which consists of three fields where the three fields are fields contained in the tri dharma of higher education, namely education and teaching, research and community service.

In the introduction material for RBKD, novice lecturers are accompanied to compile a Semester Learning Plan (RPS) and fill out lecture journals, compile research proposals and compile community service proposals.

After that, the lecturers were provided with knowledge about inputting data on the results of educational and teaching activities, research, community service and supporting activities on the LBKD menu contained in the BKD system UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

The current policy is that all lecturers, both certified and uncertified lecturers, must or are required to input higher education tri dharma data at LBKD. The implication of doing this is that it can be ascertained both certified and uncertified lecturers that they have carried out the tri dharma activities of higher education comprehensively. The implementation of the comprehensive tri dharma of higher education is what leads to the increasing quality of higher education in UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

## 4. Collaborate with Research and Community Service Institutes to organize research methods workshops.

Research method workshop activities are intended so that lecturers, both certified and uncertified lecturers, have knowledge and skills in compiling research proposals, compiling research reports, compiling articles based on research results, compiling reference

books and monograph books based on research results and publishing articles and reference books and monograph books in international and national publication institutions. In addition, participants were also provided with knowledge related to the management of Intellectual Property Rights (HKI).

The results of the research method workshop activities make the ability of lecturers to carry out research activities stronger. This also has implications for the increasing quality of lecturer research, where it is known that lecturers are not just teachers, but they are also researchers.

The results of lecturers' researches are also then used as material for compiling lecture materials both in textbooks, modules and diktats. This makes the lecture material relevant to the state of the educational community and *up to date*. So it can be said that the results of research method workshop activities have also contributed to improving the quality of learning in UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

5. Collaborating with Research and Community Service Institutes to organize community service workshops.

In community service workshops, lecturers, both certified and uncertified, are provided with concepts related to community service activities, preparation of community service proposals, reporting on community service activities and how to publish the results of community service in national journals.

The results of community service workshop activities make lecturers have the ability to carry out community service activities that are increasingly qualified and also have implications for improving the quality of lecturer performance as community service. As is well known that the tri dharma of higher education has made lecturers have positions as educators and teachers, researchers and devotees.

6. Carry out guidance and assessment of Qur'an literacy and practice of worship for lecturers.

One of the distinguishing factors between UIN Prof. K.H. Saifuddin Zuhri Purwokerto and other campuses, especially

religious campuses, is that at UIN Prof. K.H. Saifuddin Zuhri Purwokerto there are BTA (Read and Write the Qur'an) and PPI (Practice of Worship Practices) exams. The exam is not only intended for students but also for lecturers.

LPM UIN Prof. K.H. Saifuddin Zuhri Purwokerto provides assistance facilities to lecturers who are still weak in BTA and PPI abilities. After participating in the mentoring activity, the lecturers then took the BTA and PPI exams.

Passing the BTA and PPI exams is divided into two types, namely: (1) passing BTA and PPI and can become BTA and PPI examiners for students; and (2) pass BTA and PPI. Passing the BTA and PPI exams for lecturers is also used as a requirement for lecturers who are still in the position of educators to be able to advance to the functional advancement of expert assistants. Thus, it can be said that assistance and BTA and PPI exams are the gateway to the functional position of expert assistant, where the position of being an expert assistant is one of the standards that must be met by lecturers if they want to become prospective participants in the certification test.

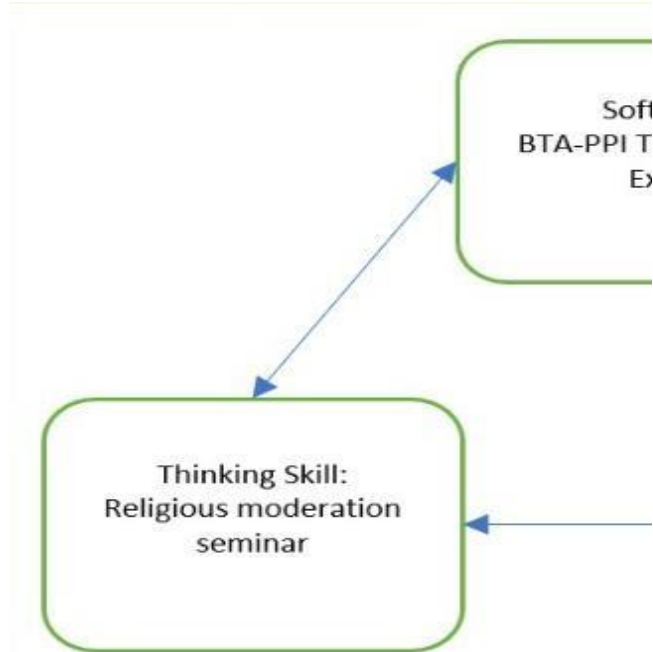
Based on the description above, it can be seen that the guidance and assessment of the ability to read and write the Qur'an and the practice of worship for lecturers can be used as a medium to prepare lecturers to face the national Islamic insight test. In addition, BTA and PPI exams attended by lecturers can also improve the quality of learning, especially in various lecture activities that have a relationship and relevance to BTA and PPI.

Based on the description above, it can be seen that the quality management of certified lecturers in the VUCA era at UIN Prof. K.H. Saifuddin Zuhri Purwokerto was carried out before lecturers took the certification test and after lecturers were certified. This makes the quality management of certified lecturers carried out *by process*.

### **New Concept of Quality Management for Certified Lecturers**

Based on the data that has been

collected, a new management concept of quality management for certified lecturers at UIN Prof. K.H. Saifuddin Zuhri Purwokerto



The concept map above shows that there are three aspects developed in the quality management of certified lecturers, namely aspects of *thinking skills*, *technical skills*, and *soft skills*. *Thinking skills* are developed through religious moderation seminars. *Technical skills* are developed through workshops on research methods and community service as well as LBKD workshops. Then *soft skills* are developed through guidance activities and BTA-PPI exams.

*Thinking skills* make lecturers have broad insight or knowledge and have implications for the stronger their professional competence. Of course, broad insight is needed by lecturers to develop lecture materials. This will have implications for increasing the performance of lecturers in organizing lecture activities (Nento, 2018).

*Technical skills* make lecturers have practical technical skills to optimize their roles both as educators or teachers as well as researchers and community service. Teaching and research activities as well as community service and their role as mentors / resource

can be formulated as the following concept map image:

persons / extension workers / dai can be used as material or data to fill out the Lecturer Workload Report (LBKD). The preparation of LBKD based on accurate and credible data can be used as capital by the institution, in this case UIN Prof. K.H. Saifuddin Zuhri Purwokerto to carry out accreditation (Bendixen & Jacobsen, 2020). As is known that the results of accreditation will later be a benchmark for achieving the quality of education in an institution (Mohamad & Dako, 2022).

Then the *soft skills* developed through guidance activities and BTA-PPI exams make lecturers have stronger personality and social competencies. With these two competencies, lecturers can not only be role models for their students, but lecturers can also be a source of inspiration both for students and for the surrounding community (Pulungan et al., 2019).

The development of the three aspects above makes lecturers as human resources in universities experience an increase in terms of quality, namely quality in the implementation of higher education tri dharma activities. That is then what makes lecturers at UIN Prof. K.H.

Saifuddin Zuhri Purwokerto still exist in the VUCA era.

#### D. Conclusion

Based on the results of the study, it can be concluded that six steps in improving the quality of prospective lecturers who will take the certification test have not only made them pass the certification test but also made them quality human resources. The six steps include: (1) Carrying out higher education training activities for lecturers; (2) Conduct seminars on religious moderation; (3) Conducting workshops on reporting Lecturer Workload (LBKD); (4) Cooperate with Research and Community Service Institutes to organize research methods workshops; (5) Cooperate with the Institute for Research and Community Service to organize community service workshops. (6) Carry out guidance and assessment of the ability to read and write the Qur'an and practice worship for lecturers.

Based on these six steps, a new concept of certified lecturer quality management can be formulated where lecturers as human resources in universities are developed through strengthening *thinking skills*, *soft skills*, and *technical skills*. Then the limitation in this study is that no efforts have been made by LPM UIN Prof. K.H. Saifuddin Zuhri Purwokerto to improve Arabic and English language skills to prepare lecturers to face Arabic and English tests. Based on the limitations of the study, the author provides recommendations to other researchers to conduct a study on the relationship between LPM and UPT Bahasa at other state Islamic religious universities in preparing lecturers to take Arabic and English tests for the purposes of certification tests.

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