

Increasing Lecturer Competence as the Quality Assurance of Lecturer Performance

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Lectureship is a strategic position in supporting the process and results of the overall educational system. The lecturer's professional competence or lecturers' ability in mastering the teaching content and method affects the lecturers' performances (related to the abilities in teaching, researching, and public servicing); education and teaching is one of the responsibilities of university which focus on the implementation of teaching and learning process. This implies that the performance of a professor will have a lot of meaningful influence on realization of educational performance. In this connection, the performance of a lecturer as educators must be effectively realized so as to support the dynamics and effectiveness of the educational process. Meanwhile, lecturers' personal competence (personal competence or authority, maturity, and model of lecturers and also adjustment of lecturers' characteristic and working performances which are appropriate with their competences demand), which include: skill practices, behavior, creativity, and self-development efforts and decreasing some weaknesses which are not appropriate with competences affects the lecturers' performances. The Quality Assurance System (MSS) is a management system to direct and control an organization in making a policy, target, plan, and quality process and procedure and also its continual improvement implementation, which consist an organization structure, responsibility, processes, procedure and resources which are used to reach the standard which has been settled based on stakeholders and organization's need and requirements. The quality assurance (QA) in an organization is an internal and external demand. The QA is a routine task and has to be done continually and it is not an ad hoc activity. A lecturer's competence is a lecturer's ability in implementing his obligation appropriately. In this case, the lecturer's competence will have an impact on lecturer's performances and achievement and will give a contribution to a quality of a university and its alumni. A lecturer's performance will give a big impact on the education implementation effectively. A lecturer's performance as an educator should be accomplished effectively so that it will be able to support the dynamic and effectiveness of education process.

Keywords: education quality assurance, system lecturers' performance and competence

Introduction

Organizational leaders who assess the work performance are the direct supervisors for lecturers' performances and also indirect supervisors for lecturer's additional tasks. In addition, the head of personnel is also entitled to provide an assessment of work performance of all lecturers in accordance with existing data in

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personnel. Performance can be viewed as a combination of (a) work (what must be achieved by someone) and (b) competence (how does one achieve it). Wayne (1992) suggested that the general purposes of performance assessment are (1) to improve the performance of lecturers by helping them to realize and use their potential role in realizing the objectives of the organization; and (2) to provide information to lecturers and managers as a basis for taking decisions relating to employment. In particular, the usefulness of performance appraisal systems is: (1) the main input in the application of reward and punishment in a formal system, (2) a criterion to validate the test, (3) to provide feedback to the lecturer, so it can serve as a vehicle personal and career development, (4) to determine the purpose of the training program, (5) to assist in diagnosing organizational problems. Abilities in performing duties of Tridharma (three obligations of university) which can further illustrate the lecturers' performance standards. Fortunato and Waddel (1981) summarized the lecturers' performance standards in Table 1 below.

Table 1

Lecturers' Performance Standards

Responsibility	Performance Standards
Education and Teaching	a. Meet all classes on time. b. Provide service assistance/guidance to students in a given time. c. Renew the lecture material on a regular basis. d. Formulate and develop test materials. e. Discuss test results with the help of students as a positive feedback. f. Give a lecture effectively. g. Create facilities for the implementation of a class discussion and student learning activities. h. Summarize the course material as set forth in the plan and course syllabus. i. Use a variety of media to learn, to clarify, and to generate student interest in learning. j. Guide students in student seminars, scientific reports, making paper, and other academic activities.
Research and Development Science	a. Design and conduct both group and independent research. b. Make scientific work or research report accurately on the basis of scientific terms. c. Present papers in scientific discussions, seminars majors and lecturer, regional, national, and in international. d. Write scholarly books. e. Guide student in research. f. Review recent scientific materials such as research results.
Devotion to Public	a. Provide training, outreach to the community both benefits about areas of specialization and those related to community development issues in general. b. Take an active part in solving the concrete problems facing society and the environment. c. Write community service work.

Relations and the work of lecturer performance are achieved with the following four steps: (1) Lecturers should make a clear and understandable performance; (2) there should be competence to perform the job successfully, the explicit criteria or job, special people who have been prepared and which is known by the selectors, (3) there is a provision (facilities) which are planned for the assessment of all competencies required, namely the stages of technical review that has been submitted and is clear scheduled, (4) there is a clear policy on how to reach the final decision and how the final stage of the procedure ensures that all evidence of earlier stages have been collected and considered even before doing the assessment.

Literature Review

Kanter (1995) suggested the importance of competence with the statement that anyone who wants to survive in a global era, must have the property as owned by the key actors in the global economy, namely:

concept, competence, and connection or networking. As with any opinion of Kanter, a study conducted by Hartanto (1998) regarding the understanding of human competence revealed the following elements. First, intellectual competence: This element relates to one's professional abilities which are realized in the form of knowledge considered as a reflection of intelligence which is built through a process of education; skills usually associated with the talents and developed through training; abilities (capabilities) usually associated with physical ability; and endurance of a person in work experience activities gained through relevant work experience and deep understanding of business environment conditions and work environment. Second, the competence of network collaboration: This element is formed from a cooperative relationship among organization members, partners, and other interested parties that would give their commitment to move forward together with people who have such networks. Third, the competence credibility: This element needs to be developed in a sustainable manner given the organization's existence in a changing environment.

The components of competence that must be possessed by educators elaborated by Johnson (1995) include the following. First, the performance component: This component consists of several behaviors that are displayed in work activities (learning process), which are the totality of knowledge, skills, processes, and values to make decisions for personal appearances in achieving learning goals. Second, teaching subject component: This component is combined with science learning objectives. This component consists of facts, ideas, values, processes or skills in which the lecturer seeks to help students acquire their competences. Third, teaching process component: It contains a thought process (learning process) that enables these components used as a reference for a number of techniques to produce human ideas, designs, strategies, decision making, and evaluating the progress of learning outcomes. Fourth, personal adjustment component: This component contains the basic elements of adjustment between the individual characteristics of educators with job performance in accordance with the demands of its competence. Adjustment process involves the practice of skills, attitudes, creativity, and efforts to improve themselves and reduce the weaknesses that do not fit the look of competence. Fifth, the professional teaching component: A basic source of information in the form of set theory and practical in education is a professional reference which includes educational philosophy, educational sociology, educational psychology, curriculum, test and measurement, learning management, media, education, and so on. Sixth, the attitude component: It contains the quintessence of the elements of attitudes, values, and roles that are important to base all the competencies of educators.

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Johnson (1995) states "Competency as a rational performance needs satisfactorily with the objective condition for desire" meaning that the ability (competence) is a rational behavior to achieve the purpose required in accordance with the conditions expected. McLeod (1997, p. 229) mentioned that competence is the state of being legally competent or qualified, the state authorized or eligible under the provisions of law, while the Broke and Stone (Wijaya & Rusyan, 2000) explained that the competency is an overview of the qualitative

nature of the behavior of educators or educational staff, which seems very meaningful.

Fitt (1992, p. 20) added that a competency is defined as “an important characteristic of an individual who is related by cause and effect of an effective and superior performance in a job”. Differentiating competencies that distinguish superior performance means the average performance. This action is carried out to select new employees, the successful planning, performance appraisal and development.

L. M. Spencer and S. M. Spencer (1993, p. 104) provided that the definition of competency is: “... an underlying characteristic of an individual that is casually related to criterion-referenced effective and superior performance in a job or situation”, according to these definitions of competence which are the basic characteristics that influence the effectiveness of the way individuals think and act and form a high performance in carrying out the work or in a situation.

In the organizational perspective, Senge (1994) suggested the development of competence by submitting a five-discipline to maintain the viability of the organization and develop a learning organization. The five disciplines that must be owned by members of organizations, whether they are business and public, learners are itemized below. First, systems thinking, the ability to think systematically, covers the meaning of the ability to always think and act on a comprehensive approach, and able to weigh the elements of systemic or inter-related. Second, personal mastery, namely the degree of working ability or expertise of each member of the team, includes the meaning and spirit to find the work process better than before and the degree of working ability or expertise of each member. Third, shared vision, namely the ability and willingness of each member of the team to grow the commonality of view of the future, is committed to raise awareness, including the meaning of the agreement of all team members to make the learning process or the range of vision as the daily work habits. Fourth, mental model is a harmony which values espoused in addressing the learning process. Fifth, team learning, namely the ability and willingness to learn and work together in teams, includes the meaning of the degree of the spirit of all team members to teach each other in various ways and degreering the ability of all team members to learn and work together as a single unit.

Furthermore, L. M. Spencer and S. M. Spencer (1993, p. 105) classified competencies into six groups and each group contains a number of competencies so that the entire groups have 36 competencies. Some of these competencies are cited by Kusumastuti (2001). First, the passion to excel and act (achievement and action) covers the competency: orientation to achievement; attention to neatness, quality, and accuracy; initiative; and search and information gathering. Orientation of a person is to achieve a degree of concern or effort to excel in his work so he tried to work with either standard or above. Competence is reflected in the orientation to the outcome, efficiency, standards, and improvement of entrepreneurial resource use. Attention to neatness, quality and thoroughness of a boost in a person is to reduce the uncertainty in the work environment, particularly with regard to the availability and accuracy of data and information. These competencies include monitoring, clarifying, and reducing uncertainty.

Second, the service capability includes the competencies' empathy and orientation on customer satisfaction. Empathy means the willingness to understand and listen to things that are unspeakable, or understanding of the thoughts and feelings of others. Orientation on customer satisfaction is a willingness to help and serve the needs or expectations of customers or others. Third is the ability to influence others which covers the competencies: support and influence, organizational awareness, and establish a working relationship. This kind of competence is: (1) the ability to persuade, convince, influence, or cause a good

impression on others so that others want to support her ideas; (2) the ability to understand the relationships of power or position in the organization, identify the people who contributed to or influence in decision-making; (3) the ability to predict the effect of a situation-condition on the fate of individuals or groups within the organization.

Fourth, managerial skills have a range of competency as follows: the ability to give support, the courage to give orders and take advantage of positions of power, teamwork and cooperation, and leadership group. This kind of competence is: (1) the ability to encourage the development or learning of others; (2) the ability to govern, lead, and direct others either because of ability or because of his position of power to do something in accordance with the goals of the organization; (3) the ability and willingness to work with others in a work group or be part of a working group; (4) an ability and willingness to act as group leader, usually shown in a position of formal authority.

Fifth, the power of thought includes the competencies: thinking analytically, conceptual thinking, and technical expertise. This kind of competence is: (1) the ability to understand the situation or problem with the way down into parts that more detailed or to observe the implications of a situation step by step based on the understanding and knowledge of the past; (2) the ability to understand the situation or problem by looking at as a whole, including the ability to identify underlying issues in complex situations; (3) the acquisition of explicit knowledge in the form of expertise or skills to complete a job and the motivation to develop, deploy, and distribute knowledge and skills to others.

Sixth, the effectiveness of individuals includes the competencies: self-control, confidence, flexibility, and commitment to the organization. This kind of competence is: (1) the ability to control emotions so as to prevent negative behavior, especially when faced with a challenge or rejection from others or when working under pressure; (2) the person's belief in his ability to accomplish a task or job; (3) an ability to adapt effectively in various situations, to understand and appreciate the differences in perspective with something, and to change or easy to accept a change in organization and work; (4) a willingness to adjust one's attitude or behavior, or perform actions that support the needs, priorities, and goals of the organization.

Wentling (1992) added that the concept of performance competency is "demonstrated abilities (including knowledge, skill, or attitudes) to successfully perform a specific task to meet standards". This kind of competence is the demonstrated ability of a person in completing certain tasks according to established standards.

Methodology

Research Design

Social research is essentially a systematic effort to explain social phenomena by looking at the relationship between variables (Effendi, 1989, p. 31). Therefore, to understand the relationship between variables, it is necessary to understand the relationships among the elements of research that include concepts, variables, and hypotheses. Operational variables and hypotheses are described more specifically in the empirical stage. Furthermore, to explain phenomena in social research requires two science instruments of logic or rationality and empirical observation or fact. Understanding of social reality must be logical, common sense and be acceptable in accordance with the object being observed. Based on this, the research method used in this research is descriptive with quantitative approach. Descriptive research method is used to analyze the events that occurred during the study. While, a quantitative approach is the approach that is used in the study

to measure the indicators in order to gain a description of research variables relationship among these variables.

Professional competence, personal and social development and performance of lecturers on an educational organization in general contextual nature are assumed to have a contextual relationship. Therefore, this study uses a quantitative approach with a descriptive research method which is considered most relevant to analyze the events that occurred during the study, by measuring indicators with variable parameter studies and statistical measurement techniques to obtain image data about patterns and relationships among the variables measured.

Structure Research

Instrument design research. Data collection tool development study was conducted with reference to the variables studied. The variables studied include professional competence, personal and social development, and performance of lecturer. Referring to the issue under study and the purpose of this study, the data that need to be developed are on professional competence, personal and social development associated with the performance of lecturers. Therefore, relevant data collection tool should set with a focus problem. Data collection tool was developed with a questionnaire in the form of Likert scale with alternatives response for each variable which is: strongly disagree (STS), disagree (TS), doubtful (R), agree (S), strongly agree (SS). Respondents are welcomed to answer the question posed in the form of statements in the questionnaire according to the perceived state of the variables and sub variables research by lecturers and professors and lecturers of of Institut Pemerintahan Dalam Negeri, Sekolah Tinggi Administrasi Negara, Lembaga Administrasi Negara Bandung, and Sekolah Tinggi Administrasi Negara, Lembaga Administrasi Negara Jakarta. This tool was developed with reference to the underlying theory. Then, the theory is compiled and then it is elaborated into question in the form of a statement items (Table 2).

Table 2

Instrument Design Research

Variables	Concept	Dimension	Indicators	Scale
1	2	3	4	5
Professional Competence (content of knowledge) X_1	Someone's professional ability which is realized in form of knowledge that is considered as reflection of intelligence built through the process	Mastery material matter lecture	A. Preparing and developing materials, teaching materials B. Mastery of teaching materials C. To think scientifically in respond to a phenomenon happen	Ordinal Ordinal Ordinal
	Education, skills, ability, work experience	Concept of scholarly lecture material	A. Having knowledge as a reflection of intelligence constructed through a process of education B. Scientific concepts teaching materials C. Skills associated with talent and developed through training	Ordinal Ordinal Ordinal
		Educational foundation	A. Having the knowledge and expertise in his profession. B. How to get started with an appropriate or special education with the profession C. Meeting the requirements that have been standardized by the authorities. D. Receiving recognition from the community or country	Ordinal Ordinal Ordinal Ordinal
	Appearance of a positive attitude on the situation of working as a lecturer and the situation	Educational processes and student learning	A. Meeting all appropriate lectures in time B. Providing support services or guidance to students on specified time C. Renewal of lecture material on a regular basis D. Preparing and developing exam materials	Ordinal Ordinal Ordinal Ordinal

Variables	Concept	Dimension	Indicators	Scale
1	2	3	4	5
	Appearance of a positive attitude on the situation of working as a lecturer and the situation	Educational processes and student learning	E. Discussing test results with students as an aid positive feedback F. Giving a lecture effectively G. Creating facilities for the implementation of class discussions or student learning activities H. Summarizing the course material as set-out in plans and syllabi lectures I. Using a variety of learning media to clarify and raise interest in student learning J. Guiding students in activities such as student seminars, scientific reports, manufacture of paper and activities other academic	Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal
Personal competence (behavioral skills) X ₂	Education credibility competency which needs to be developed on an ongoing basis, because of the changing of environment within the organization		A. Having behavior, self-concept, motive, knowledge and skills related to the characters B. Emotional commitment to professionalism and willingness to act professionally C. Having the attitude, ability, and willingness in the face of the work which ultimately relate to his performance. D. Correlations between the characteristics of individual lecturers with the appearance in accordance with the demands of work of its competence E. Being able to complete a task or employment F. Adjustment process involving expertise, attitude, creativity and efforts to improve and reduce weaknesses that are not in accordance with the display of competence G. Having the techniques and procedures rests on an intellectual basis H. Having a strong philosophy to account work, as well as steady in address and implement his work. I. Having techniques and scientific procedures as well as a high dedication in addressing the problem of employment, based on an expert attitude J. Having the skills and abilities of rational thinking K. The existence of a clear code of ethics provisions L. Restraint of emotional attitude which is voluntary by yourself. M. Being careful in meeting the needs N. Continuous development through forums, conferences, seminars, and others O. Becoming a member within the group who has special skills (association) P. Fostering a belief that continues to be held between the professional people as a profession	Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal
		Understanding the values that should be embraced by a lecturer and an attempt to make himself as a role model and example for students	A. Appearances in doing work in accordance with the profession B. Having a special education for a lecturer C. Meeting the requirements that have been standardized by the authorities D. Having the expertise and certain skills E. Basing on a scientific discipline which is certain, clear, and explicit F. The ability to control emotions to prevent the negative behavior G. Having autonomous responsibility F. Understanding the values that should be adopted by a lecturer I. Efforts to make themselves as role model and exemplary to students J. Receiving recognition from the community or country	

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1	2	3	4	5
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		Understanding the values that should be embraced by a lecturer and an attempt to make himself as a role model and example for students	A. Appearances in doing work in accordance with the profession B. Having a special education for a lecturer C. Meeting the requirements that have been standardized by the authorities D. Having the expertise and certain skills E. Basing on a scientific discipline which is certain, clear, and explicit F. The ability to control emotions to prevent the negative behavior G. Having autonomous responsibility F. Understanding the values that should be adopted by a lecturer I. Efforts to make themselves as role model and exemplary to students J. Receiving recognition from the community or country	

Table 2 continued

Variables	Concept	Dimension	Indicators	Scale
1	2	3	4	5
Social competence (human relations skills) X_3	Formed from the collaboration among members organization. Transmigration a partner of the other side concerned and willing to provide commitment to advance together with people who have the networking	Ability to adapt to the goals and work environment while performing their duties as a lecturer	A. Physical ability and endurance as well as understanding the depth reviews of environmental conditions of work B. Skills to communicate with empathy and skill to work together C. Being able to interact with the organization D. Ability to adjust to work purposes and the environment when performing duties as a lecturer E. Ability to adjust the effectiveness in various situations F. Ability to change or ease within the organization or job G. Skills in developing relationships between lecturers and his students H. Having a function and social significance I. Cooperative relations among members of organizations, partners and other parties which are concerned J. Willingness to give a commitment to organization to move forward together with people who have networks of them	
Lecturer's performance (as a guarantor of quality in the education process) standards of quality assurance	Professional, in accordance with the objectives set, continuous improvement, quality leadership, sustainable development, which has attitudes and responsibilities as professional lecturer	The quality in the process of education	A. Professional, competency in the scientific field B. Implementation of academic tasks oriented to meet intended purpose C. Commitment to quality D. Continuous improvement E. Leadership quality, which can lead the teaching-learning process F. Having the nature and responsibilities as a professional lecturer G. Development of lecturers in universities which is the continuous process as well as a lecturer's own responsibility and organization in which it resides	
Standard quality		Education as a service	A. Reliability or trustworthiness, meaning accordance with the promised B. Assurance or security, related with competence, confidence, objectiveness, raising confidence C. Tangibles associated with cleanliness or appearance, which is good, orderly and neat, harmonious, beautiful and lovely D. Empathy or concern, with regard to attention to the student, understanding the aspirations of students, communicating well and correctly, being friendly and sympathetic E. Responsiveness, responsive to the needs of students, quick to respond, to pay attention, and to solve problems encountered in the education process	

Population and Study Sample

Determination of population research

The population is all the values of certain characteristics of a group of objects that are complete and clear or all of the variables concerning the problem under study. Sugiono (1997, p. 57) added that the population is composed of the generalized subjects that have a certain quantity and characteristics defined by the researchers to learn and then draw conclusions. Nazir (1983, p. 327) said that "the population is with respect to data, not the person or object". While Nawawi (1985, p. 141) stated that "population is the totality of all possible values, either calculating or measuring the results of quantitative and qualitative rather than a specific characteristic of a complete set of objects". Thus, object or subject population residing in an area meets certain conditions that have a connection with the problem under study. Sudjana (1990, p. 84) added that the population are associated with the element, such as the unit where the information is obtained and where the element can be individuals,

places, social groups, schools, organizations, and others.

From the above definition, the study populations as the unit of analysis of research are:

- a. The entire lecturer of Institute of Public Administration, amounting to 140 people;
- b. The entire lecturer of STIA LAN Bandung, amounting to 129 people;
- c. The entire lecturer STIA LAN Jakarta, amounting to 326 people.

Determination of study sample

Once populations are established, the next set of samples of data collection can be done immediately. The sample is part of the population who were subjected to experiments, which are supposed to represent the entire population.

Nasution (1982) argued that “the sample is representative of the overall population”, while Arikunto (1986, p. 117) said that “the sample is part of the population”. Some members of the population sample are taken using a particular technique called sampling techniques.

Study sample was part of the population taken as a source of data and can represent the entire population. Then that data obtained from these samples can be generally applicable to the whole population, it is necessary for the population to be accounted, so that the sampling became the representative of the population. For just square off when the subject is less than 100, it is better taken all the study population for the research. Furthermore, if the subject is large, it can be taken between 10% to 15% or 20% to 25% or more. Noting the statement above, because the population is more than 100 people, then a random sample is used in this study, while the sampling technique uses the Slovin formula as follows:

$$\eta = \frac{N}{1 + N(e)^2}$$

Description:

N = Number of population

η = The total sample size drawn

(e) = The critical value (10% tolerance)

Based on the formula, then the sample size that can be used in this study can be calculated as follows:

Samples for lecturers STIA LAN Bandung:

$$\eta = \frac{129}{1 + 129 * (0.1)^2} = \frac{129}{2.29} = 76 \text{ people}$$

Samples for IPDN lecturer:

$$\eta = \frac{140}{1 + 140 * (0.1)^2} = \frac{140}{2.4} = 56 \text{ people}$$

Samples for lecturers STIA LAN Jakarta:

$$\eta = \frac{326}{1 + 326 * (0.1)^2} = \frac{326}{4.26} = 58 \text{ people}$$

After a total sample size lecturers obtained, the next step is to determine the random sample size of each level of the population using the formula of as follows:

$$\eta_i = N_i \times \frac{n}{N}$$

Description:

N = Number of population

N_i = The sample size of each level or category

η = Total sample size of lecturers

The Findings and Discussion

Increasing Lecturer Competence as the QA

Lecturers are teachers at higher education institutions. First because that's really the basic meaning of the word "professor", and second because the expression of perception that sometimes arises in a society that other lecturers (more respectable than the teachers) would be lost (Tampubolon, 2001, p. 173). The word "professor" comes from the Latin word "Doceo", which means to teach, explain, or prove. Doceo has the same root word with the doctor (i.e. doc-), and this word means teacher, scholar, or scholars. The term of "guru" (teacher) was taken from the Sanskrit which means leader or teacher in the spiritual life (religion). More interesting and worth noting with respect to the meaning is the spiritual leadership. In other words, the term implies a lecturer and teacher of high morality. The meaning is often overlooked and understood by the various parties, including lecturers and teachers. Neglect and lack of understanding become some of the reasons of the declining status of teachers in society, which in turn leads to deterioration of the quality of education generally.

Lectureship as an educator is a very strategic position in supporting the process and results of the overall educational performance. Therefore as an educator, lecturer is a gateway and also the representation of the condition and performance of education. This implies that the performance of a professor will give a lot of meaningful influence to the realization of an effective educational performance. In this connection, the performance of lecturers as educators must be effectively realized to support the dynamics and the effectiveness of the educational process. Performance of a professor supported a number of specific competencies based on the quality of personality. In order to make that happen, a lecturer must understand the things relating to the personality performance and control a number of underlying competencies.

Lecturers' performance cannot be separated from the discussion of quality of the lecturers themselves. Quality is a term that relates to the perspective and point of interest of use of the term. Sallis (1993, p. 21) cited the opinion of Pfeffer and Coote who called quality as the concept of a "slippery" (a slippery concept). The difference occurs because the concept of quality is the absolute opposite of the standard (absolute concept) and a relative standard (relative concept). Absolute standard assumes that quality is a thing of beauty; truth is definite and without compromise.

Quality Management Education

Quality in management science is in terms of relative quality. The size is the quality of customer needs. In other words, customers have an effect on determining the quality, not just the producers who decide. Customer needs change from time to time. Thus, the quality also changed, which is based on the quality of customer needs that is a quality in terms of relative. Customer needs in education are to see how far the "services" that have been granted by educational institutions to their students and parents, community education service users, also to the staff of faculty in the educational environment.

Quality is a measure of a product or service performance against the specification at a certain point (Field, 1993). Product in education is a service, then the quality of educational services highly depends on the attitude of service providers in the field of education and expectations of their clients, which can be: a sense of care and concern desires, hopes, and customer satisfaction of education services.

In the field of education, quality management is the way in organizing all educational resources, which are directed in order to carry out the task well, so it will produce educational services which are in accordance with or exceed the needs and expectations of consumers. Education quality management is basically aimed to explore the changing focus of education, from short-term feasibility toward long-term improvement quality, and their impact on cultural values of education changes. Sallis (1993) argued that "Quality management is a circle of continuous improvement and the very emphasis on improvement and change".

QA or quality system requires a quality management through control, structure, responsibilities, procedures, processes and empowerment resources. Willborn (1994) described some of the benefits of a quality system that is applied as standard, including: (1) an improved confidence in the quality of the product, (2) costs that maximize the efficient use of results, (3) the work of the bureaucracy and other administration which can be reduced, (4) increasing the competitiveness of the organization, (5) job security and increased staff motivation, (6) minimizing the dealer intervention, and (7) realizing the cooperation with suppliers.

According to Sallis (1993, p. 28), "education is a service of the acculturation process". This understanding has implications for the existence of input and output. Input can be learners and facilities, and other learning facilities including the environment, while the output is a graduate or alumni, who later became a measure of the quality of education whose product was recalled services, and the quality of educational services is highly dependent on the attitude of service providers in the field, and expectations education service users. This means that educational services are not tangible objects directly, but qualitatively the quality of educational services can be seen from the soft indicators, such as care and attention to the desires, expectations and customer satisfaction on education services.

Integrated quality management education is based on customer satisfaction as the main target. Customers can be divided into internal customer and external customer. Education includes customers in the management of educational institutions themselves, while those outside the community consist of customers, governments, and industry. Thus, an educational institution called as the grade between the internal and external customer satisfaction has been established for the services provided (Sallis, 1993).

Contribution to the Performance of Lecturers' Personal Competence

Dale (1999) explained that the performance of employees or lecturers often associated with behavior and attitude toward their job assigned to them. Performance of employees or lecturers can be interpreted as a condition or a certain level that can be achieved by individuals or groups in executing a task that becomes the load. By watching and observing the attitude and behavior towards staff or lecturer job, it can be seen that to which extent they have been working effectively. To achieve the ultimate goal, the organization will always strive to maintain and improve the performance of employees or lecturers in their work. Then Stoner and Freeman (1996) added that the performance is shown by employees or lecturers' work performance. The performance is a result that can be achieved in carrying out the tasks assigned to them based on skill, experience, and sincerity as well as the available time.

Correspondingly, Gaffar (1989) suggested that in addition to necessary content of knowledge and human

relations skills, a lecturer also needs to have skills that cover the behavior of technical skills in teaching, because a lecturer needs to have the appearance of a positive attitude on the situation of working as a lecturer and educational situation, understanding the values that should be embraced by a lecturer as well as efforts to make his appearance as a role model and exemplary students. This is consistent with the explanation of the Broad Based Education Ministry Team (2002, p. 10) that the person being educated requires life skills, in addition to social skills and vocational skills, academic skills, and it is also necessary to have personal skills which include the skills of self (self awareness) and rational thinking skills.

Contribution to Lecturers' Performance of Social Competence

Kanter (1995) suggested that the importance of competence as a must has a key factor in the global economy, namely: concept, competence, and connection or networking. This is added by Hartanto (1998) who said that in addition to intellectual competence, network competence is also required in cooperation. This element is formed from a cooperative relationship among member organizations, partners, and other interested parties that would give their commitment to move forward together with people who have such networks. Furthermore, L. M. Spencer and S. M. Spencer (1993, p. 105) stated that in influencing others, it is covering the competencies of supporting and influencing, organizational awareness, and establishing a cooperative relationship.

Competence is: (a) an ability to persuade, convince, influence or cause a good impression on others so that others want to support his ideas, and (b) the ability to understand the relationships of power or position in the organization, identify the people who play a role in decision-making, as well as the ability to predict the effect of a situation-condition to the fate of individuals or groups in organization.

Omstein added (1980, p. 50) that related to one's own competencies, specific competencies are required as part of the behavior that can be explained by the management required in a manual or in the overall assessment system of educator. Hartanto (1998) described also that human understanding of competence has other elements than intellectual competence and credibility of competence and network competence is also required cooperation. These competencies are forms of cooperative relations among members of the organization, partners and other interested parties and have committed to move forward together with people who have such networks. It is also added by the Education Ministry (2002, p. 10) that the social skills which include communicating with empathy skills (communication skills) and skill to work together (collaboration skill) are required by a professor.

Personal Competence Contribution to Professional Competence of Lecturers

Organization of higher education is assumed as an open system organization and is seen as a service industry. Thus the quality of higher education determined how the college gives its services to the customer. College organizations are tied to the values of society, so that the college should be able to analyze, predict the situation, act, and relate to environmental and community values. Effective education is characterized by the figure of the professional lecturers who are always improving their competence. In this case, the lecturers are responsible for contributing the growth of science, intellectual development of students, forming opinions, and improving the quality of higher education.

As an integral part of accountability and quality of higher education, lecturers' performance in carrying out tasks of tridharma (three obligation) of colleges should be characterized by: (1) professional, in the sense of competence in the scientific field, (2) academic tasks which are done to meet the goal oriented which has been

established, (3) commitment to quality, (4) continuous improvement, (5) leadership quality, which can lead the process of learning, (6) the attitude and responsibility as a professional lecturer, and (7) the development of lecturers in college which is a continuous process as well as the responsibility of the lecturer's own's and the organization in which it resides.

Contributions of Lecturer Social Competence to the Professional Competence

College as an educational institution has potential of human resources and change agents in society that needs to consider its resources, especially lecturer, because there will be a lot of things to do on the issue of quality in higher education with no matter how lecturers teach as educators and how students learn. Lecturer is a vital component, the prime mover as a factor of success on the education system and teaching that will ultimately affect the productivity of universities. The concept of the lecturers' performance includes professors' ability level on achievement. In the event that includes social skills, Natawidjaja and Sanusi (1991) explained that the lecturers' social ability forms a cooperative relationship among organization members, partners and other parties with an interest in their profession, credibility and ability to deliver their commitment to move forward together with people who have such networks. Therefore, as professional, lecturers are required to have social skills that include the ability to adjust to the objectives and work environment while performing their duties as lecturers.

Effective education is characterized by the figure of the professional lecturers who are always improving their competence. Lecturers as educators in universities are responsible in contributing the growth of science, intellectual development of students, forming opinions and improving the quality of higher education. In this connection, lecturers' competence will impact the performance or achievements of lecturers, which in turn will contribute to the performance of colleges and the quality of its graduates. Lecturer is a "front line provider and determines the quality of service delivery system". The key to higher education quality is determined by the quality of lecturers. However, this can be achieved if the work environment where lecturers work can encourage lecturers to excel, which is in accordance with the opinion of Stoner (1996) that the performances or work performances of lecturers indicated the results which can be achieved in carrying out the duties imposed to them based on skill, experience, and sincerity as well as the time available, driven by a pleasant working environment as a key driver of the lecturers to produce peak performance, and specific strategies needed to create a conducive environment, and professional lecturers must be able to adjust to the works environment and the environment at the time of performing their duties.

Personal Contributions to Lecturers' Social Competence

Effective education is characterized by the figure of a professional lecturer who always improves his competence. Therefore, a lecturer in addition to professional knowledge is formed through a considered reflection of intelligence that is built through a process of education, ability, and understanding that is also relevant to the work environment. A lecturer needs to have a good working relationship with members of other organizations, maintain partnership with other interested parties, maintain credibility, and give his commitment to move forward together with people who have such networks.

Correlations among the characteristics of individual of professors with job performance must be tailored to the demands of their competence. This adjustment process includes: skills, attitude, creativity, and efforts to improve and reduce the weaknesses that do not correspond with the appearance of competence. These include the appearance of a positive attitude on the situation of working as a lecturer and educational situation, an

understanding of the values that should be embraced by a lecturer, and an attempt to make himself a role model and example for their students.

Lecturers' Performance and Competence

Lecturer performance. According to Mondey and Noe (1995), the performance appraisal is a formal system to check, review, and evaluate the performance of a person periodically. Wayne (1992) defined performance assessment as a systematic description of the advantages and disadvantages associated with the work of a person or a group. Thus, there are varieties of factors of the performance appraisal, namely: (1) human rated, which has advantages and disadvantages, (2) assessment carried out on a series of specific benchmarks which are realistic, directly related to one's duties and the established criteria and applied objectively, (3) results of the assessment which must be submitted to the lecturer who assessed, (4) the results of assessments conducted at regular intervals which are neatly documented in the personnel file, and (5) lecturer assessment results to be input in any decisions regarding to lecturer mutation.

Performance can be viewed as a combination of work (what must be achieved by someone) and competence (how does one achieve it). Following purposes may be considered if you want to determine the performance appraisal system, namely: (a) setting targets that can be accepted by those whose achievements will be assessed, and implemented in an atmosphere that is characterized by open communication between superiors and subordinates, and seek unity in action, (b) using performance measures that are reliable, open, and objective, to compare actual performance and planned performance, as well as providing feedback for the person that being assessed, (c) if less than optimal performance, after going through various steps before, arising the need to specify and agree personal development plans of people who can be assessed based on the assessment of training needs and personal development, (d) making provision for the allocation of extrinsic rewards that follow the assessment process, (e) promising the desired results in the form of compliance faculties staff, full utilization of the capacity of individuals, changes in institutional culture and the achievement of organizational goals in a condition when there is harmony relation between individual and organizational objectives, and (f) recognizing that the achievement of management is in the heart of the general management process.

Johnson (1995, p. 237) provided criteria for individuals who are performance oriented. Here is the definition of performance criteria that are very useful:

- (1) Intellectual ability. The capacity to think logically, practically, and analytically is consistent with the concept as well as the ability to express himself clearly.
- (2) Assertiveness. It analyzes the possibility and has a definite commitment to the choice of rapid or short, fast response, and has a definite career planning.
- (3) Enthusiasm spirit. A capacity to work actively. This is a tendency to express positive attitudes, emotions, and spirit.
- (4) Results-oriented. It is intrinsic desire and commitment to achieve a result and complete what was started by him.
- (5) Maturity. An appropriate attitude and behavior. This is an ability to exercise emotional control and self-discipline.
- (6) Assertive. This is an ability to take over responsibility.
- (7) Interpersonal skills, friendly, responsive, and emphasizing each person to respond.
- (8) A tendency to pay attention and show concerning, understanding, and the feelings to others.

(9) Openness. This is an ability to express opinions and feelings honestly and shows what they really are directly.

(10) Curiosity. This is an ability to perform complicated efforts objectively and concisely.

(11) Assessing an event or person is critical.

(12) Proactive. This is an ability to conduct their own initiative, anticipate problems, and accept responsibility in carrying out any work.

(13) Empowerment capabilities. This is an ability to trust and provide hope, hint, and authorize the others to carry out their respective responsibilities.

(14) Technical. Knowledge, skills, decisions, behavior, and responsibility.

In conducting the assessment of lecturers' performance, it is quite relevant when considering eight criteria of quality assessment of lecturers' performance, namely: preparation of vitality and administrative support. In line with that, Creech (1996) said that a good performance will occur if the fulfillment of the following requirements happens:

(1) There is awareness of the quality and oriented towards quality in all activities throughout the program, each process and product;

(2) The program must have a strong humanitarian nature to bring quality on how employees are treated, involved, and inspired;

(3) The program must be based on a decentralized approach;

(4) Total quality management should be applied thoroughly so that all the principles of policy and practice can reach every nook and cranny of the organization.

Lecturers are related to the performance capabilities in the areas of teaching, research, and community service. Field of education and teaching is one of Tridharma (three obligations of colleges) that focused on the implementation of the learning process. Implementation of the work in this area largely consists of three stages: (1) stage of readiness to perform lecturers' tasks which indicated the planning of teaching, (2) phase of the implementation of teaching procedures that have been prepared on the basis of planning, and (3) stage relating to the ability of lecturers in interpersonal relationships.

Lecturer competence. Johnson (1995) stated "Competency as a rational performance needs satisfactorily with the objective condition for desire" meaning that the ability (competence) is a rational behavior to achieve the purpose required in accordance with the conditions expected. McLeod (1997, p. 229) mentioned that competence is the state of being legally competent or qualified, the state authorized or eligible under the provisions of law, while the Broke and Stone (Wijaya & Rusyan, 2000) explained that the competency is an overview of the qualitative nature of the behavior of educators or educational staff, which seems very meaningful.

Fitt (1992, p. 20) added that a competency is defined as "an important characteristic of an individual who is related by cause and effect of an effective and superior performance in a job". Differentiating competencies distinguish superior performance means the average performance. This action is carried out to select new employees, the successful planning, performance appraisal and development.

L. M. Spencer and S. M. Spencer (1993, p. 104) provided that the definition of competency is: "... an underlying characteristic of an individual that is casually related to criterion-referenced effective and superior performance in a job or situation", according to these definitions of competence which are the basic

characteristics that influence the effectiveness of the way individuals think and act and form a high performance in carrying out the work or in a situation.

Fitt (1992, p. 23) further explained that the competency can be:

- (1) Motive: the underlying needs or patterns of thinking that move, direct, and select one's behavior;
- (2) Properties: a general disposition to act or respond in a certain way;
- (3) The concept of self: an attitude or value that is measured by testing the response by asking questions to people about what they do or what they are interested to do so;
- (4) Knowledge of the charge: the facts or procedures, technical or interpersonal;
- (5) Cognitive and behavioral skills: both are vague or real.

L. M. Spencer and S. M. Spencer (1993, p. 104) provided that the definition of competency is: "... an underlying characteristic of an individual that is casually related to criterion-referenced effective and superior performance in a job or situation", according to these definitions of competence which are the basic characteristics that influence the effectiveness of the way individuals think and act and form a high performance in carrying out the work or in a situation.

The learning process is the core of the educational process as a whole by educators as a key holder role. The role of educators is the creation of a series of interrelated behaviors and performed in a given situation, as well as advances in touch with changes in behavior and development of learners which become the goal (Wrightman, 1977).

Lecturer is a job or profession that requires special expertise. The presence of educators including lecturers for a nation is very important, especially for the survival of the nation in the middle of the track journey times with the increasingly sophisticated technology and all the changes and the shift in values. This brings consequences to educators including lecturers to enhance the role and competence.

Increasing Lecturers' Competence as the QA

Lectureship as an educator is a very strategic position in supporting the process and results of the overall educational performance. Therefore as an educator, lecturer is a gateway and also the representation of the condition and performance of education. This implies that the performance of a professor will give a lot of meaningful influence to the realization of an effective educational performance. In this connection, the performance of lecturers as educators must be effectively realized to support the dynamics and the effectiveness of the educational process. Performance of a professor supported a number of specific competencies based on the quality of personality. In order to make that happen, a lecturer must understand the things relating to the personality performance and control a number of underlying competencies.

One's performances in various situations and conditions are basically a reflection of the quality of personality (Surya, 2003, p. 197). Personality is the overall behavior that in qualitatively different aspects will shape a person's uniqueness or distinctiveness in interaction with the environment in various situations and conditions. In the sphere of education, educators' performance is crucial to realize the performance appropriately and effectively. Thus the main characteristic of an educator is the ability to realize the quality of the performance of his personality in interaction with environmental education so that the needs and objectives can be achieved effectively.

MSS

MSS is a management system to direct and control an organization or institution in setting policies,

objectives, plans, and processes which are sustainable and accomplishments quality (continuous improvement). Minimum Standard Performance (SPM) is also a management system that ensures compatibility between the processes with the resulting output that would provide satisfaction of stakeholders. SPM consists of organization structure, responsibilities, processes, procedures, and resources used to achieve the standards set by the requirements and needs of stakeholders and organizations. SPM includes all employees of organization level, by applying the concept of quality control and statistical methods to achieve customer satisfaction and working on it. SPM for the college is the main agenda of the Directorate General of Higher Education Ministry of National Education. It is characterized by the holding of special training of QA for the college, which is known as the Academic Quality Assurance System (SPMA). Some colleges even have a special agency to effectively deal with quality assurance, in Bandung there is Polman (Politecnic of Manufacture), the QA, in UBINUS CfQ (Center for Quality Assurance), the ITB (Institut Teknologi Bandung) Academic Quality Assurance Unit (SPMA), at the GMU Office of Guarantee Academic Quality (KPMA), and the UI (Universitas Indonesia) Academic Quality Assurance Agency (BPMA).

Orientation to quality, MSS requires that the quality can be sustained. QA in an institution is an external and internal demand. QA is a continuous and routine work which should be done continuously and is not an ad hoc activity. Therefore, monitoring and evaluation process needs to be applied continuously with the emphasis that this activity is not to be found any mistake but to do continuous improvement actions (Hedwig, 2007), say, quality education if: (1) define and realize its vision through the implementation of the mission (deductive aspect), (2) meet the needs of stakeholders (inductive aspect) that is in accordance with social needs of the community, meet users' needs, and meet the needs of the profession.

Competence

Competence is a description of something that should be done by someone who worked in certain professions. This is a description of actions, behaviors, and outcomes that must be demonstrated by the person concerned. Inside, there is a debate about the balance of competence between the skills, qualities, personal effectiveness and understanding. Overall, it will focus on skills and performance, arguing that personal effectiveness, knowledge, and understanding is evident in the performance. As a service, education has been considered as the nature of basic services quality, including the following:

- (1) Reliability or trustworthiness, defined in accordance with the promised assurance or security, which is related to the competence, confidence, objectivity, and lead to conviction;
- (2) Tangibles associated with cleanliness or appearance, which is good, orderly and neat, harmonious, beautiful and lovely;
- (3) Empathy or attention, with regard to attention to the customer, which understands the aspirations of customers and communicates well and correctly with a friendly attitude and sympathy;
- (4) Responsiveness, responsive to customer needs, which responds quickly to customer demand, and quickly notices and resolves customer complaints (Tenner & Detoro, 1992).
- (5) Lecturers as educators hold a very central role in the overall educational process.

Lecturers are required to be able to teach proper behavior to realize that there are effective learning behaviors in students. In addition, lecturer are expected to create teaching-learning interactions which are efficient so that students are able to realize the quality of learning behavior effectively and also able to create a conducive situation of teaching and learning process.

Conclusions and Implications

Conclusions

Professional lecturers actually refer to efforts made by lecturers as a realization of the role as educators and learners in colleges. Thus, professional development of lecturers can be interpreted as a broad effort to improve the competence, quality of academic learning, and the role of lecturers in colleges. The development of lecturers is a core part of institutional development and covers most of personal development, professional development, organizational development, and community development.

Professional development of lecturers in this study includes three competencies:

- (1) Competency standards authority or personality, maturity, and exemplary;
- (2) Professional competence or ability of lecturers to master the content and teaching methodology;
- (3) Social competence or the ability of lecturers to conduct social communication, both with students and society.

This development was taken from seven areas of competence, which are:

- (1) Development of pedagogical competence;
- (2) Development of technical competence of information;
- (3) Development of management or administration competency;
- (4) Development of curriculum competencies;
- (5) Development of scientific competence (research and publications);
- (6) Development of the evaluation competency;
- (7) Development of personal competence.

The development strategy through specific programs supports the improvement of areas of competence. In the era of globalization, as now, when the world is changing so rapidly, colleges are faced with more complex challenges. Thanks to advances in science and technology, methodology of education is also moving rapidly by relying on methods and cutting-edge technology. In the midst of this situation, there is no other way for colleges to start to formulate a comprehensive development program, including the increased professionalism of lecturers.

QA is moved from the vision and mission, then the operational plan and its implementation, thus becomes so imperative that the research conducted at college will make that vision into a reality which can be achieved. Vision and mission are lowered into the strategic plan and operational plan in the language of QA that can be regarded as quality objectives to be achieved, of course, equipped with standard operating procedures, measures or performance indicators and measurement. Fundamental issue is the socialization quality objectives at the agency that have an impact on the participation of every individual to achieve these quality objectives. How can one of the organization's members actively participates in efforts to achieve quality while the person does not know the targets to be achieved? The application of MSS, especially with the use of external quality standards, will provide strategic value for the college locus of research, namely reputation. With a good reputation, it will increase the selling value of college, both products of goods and services it produces. With a good QA, system will guarantee traceability manageability of a process, both for education and manufacturing production. MSS will direct institutional goals ranging from leadership to the smallest unit.

Barriers faced with QA in IPDN, STIA LAN Bandung, and STIA LAN Jakarta are very basic: How to change the culture as most lecturers and senior staff's feeling, knowledge, experience, and ability are so difficult to change? This condition is a chain, because if you want the quality to bring a meaning, it needs time and effort to create a MSS, up to the manufacture of Standards Operational Procedure (SOP) for all activities of

the institution in order to achieve quality objectives. On the locus of research institutes SOP can be made, but the implementation and control are not optimal, including the devices of his reward and punishment.

The next obstacle is that the SOP is complete, but in daily activities it is not used as standards for evaluating and there is no follow-up, as there is no teaching plan, a way to implement a teaching technique that is in accordance with its allocation, curriculum, or syllabus. Another obstacle is controlling, who is entitled to control and who has authority to impose punishment. It is very difficult to apply them in institutes where is the locus of the research.

By continuing to refer to the vision and mission of STIA LAN, Education Quality Assurance System includes:

(1) Academic Standards: conformance level courses with the goal of quality, currency of the curriculum, as well as the extent of achievement of the objectives of the curriculum.

(2) Quality of learning: lecturer's quality and motivation, attractiveness and relevance of courses, the effectiveness of teaching methods, course management, student responses as well as content coursing students' knowledge development, understanding, or competence needed for the required level.

(3) Quality support services to students and lecturer by academic and service units by administrative infrastructure.

(4) Student achievement levels: results of formal assessment, the level of student satisfaction on the progress of the study, and levels of attainment of graduates (alumni) in obtaining a job and its appreciation.

(5) Quality research, consultancy and other academic activities and their relevance to the courses that are offered.

The new paradigm of higher education management emphasizes the importance of institutional autonomy, which is based on accountability, evaluation, and accreditation and boils down to the final destination in a sustainable quality improvement. On the other hand, the trend of globalization, the needs of society, and the demands of increasingly fierce competition demand high commitment to the implementation of quality education. Understanding underscores the need for implementing an integrated quality management, including the Education MSS to ensure that the quality of education in STIA LAN Jakarta, STIA LAN Bandung, and IPDN which can be maintained and upgraded as planned and promised. The overall QA activity in various parts of the system ensures the quality of products or services produced which are always consistent with the planned. QA is contained in the setting process and the fulfillment of quality standards of education management, including lecturers in it, consistently and sustainably, so that all stakeholders will get satisfaction.

Implication

Research results as summarized above contain several implications as follows:

(1) Quality as a product of education is not goods but services. Quality must meet the needs, hopes, and desires of all users, in this case it is the organization of work. Quality in management science is in terms of relative quality. The size is the quality of customer's needs. In other words, customers in effect are determining the quality, not just the producers who decide. Customer needs are changing from time to time. Thus, the quality also changed, which is based on the quality of customers' needs which is a quality in terms of relative. Customers' needs in education are to see how far the "services" have been granted by educational institutions to their students and to parents, community education service users, also to the staff of lecturers in the educational environment.

(2) Effective education is characterized by the figure of a professional lecturer and is always improving its competence. Lecturers as educators in universities are responsible for contributing to the growth of science, the intellectual development of students, forming opinions and improving the quality of higher education. In this connection, lecturer competence will impact performance or achievements of lecturer, which in turn will contribute to the performance of colleges and the quality of its graduates.

(3) Lectureship as an educator is a very strategic position in supporting the process and results of the overall educational performance. Therefore, as an educator, lecturer is a gateway as well as representation of the condition and performance of education. This implies that the performance of a professor will give a lot of meaningful influence on the realization of educational performance effectively. In this connection, the performance of a professor as educators must be effectively realized so as to support the dynamics and effectiveness of the educational process. Performance of a professor supported a number of specific competencies based on the quality of personality. In order to make that happen, a lecturer must understand the things relating to the performance of personality and control a number of underlying competencies.

(4) Lecturer is a job or profession that requires special expertise. The presence of educators including lecturers for a nation is very important, especially for the survival of the nation in the middle of the track journey times with the increasingly sophisticated technology and all the changes and the shift in values. This brings consequences to educators including lecturers to enhance the role and competence.

(5) Competence is a picture of the qualitative nature of the educators' behavior or it can be said that educational staff seems very meaningful. Lecturer competence is the ability of a lecturer to responsibly perform his or her duties appropriately, which means that competence is the ability of a lecturer in performing its obligations in a responsible and viable way. Competence is the basis of individual characteristics that influence the effectiveness of ways of thinking and acting, as well as forming a high performance in carrying out the work or in a situation.

(6) Lecturer competence should include the professional, social, and personal competencies. Professional competence includes mastery of teaching materials, scientific concepts such as teaching materials, educational foundation, educational processes, and student learning. Social competence includes the ability to adjust themselves to the goals of work and the environment while performing his duties as a lecturer. While the personal competencies include the appearance of a positive attitude on the situation of working as a lecturer in education, an understanding of the values should be embraced by a lecturer and an attempt to make his appearance as a role model and example for students.

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