Indonesia Lecturers' Professionalism

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Abstract. This study is an extension of our prior research on motivation to pursue a career as a lecturer. Therefore, the primary objective of this study is to examine the perceptions of professionalism among lecturers in state universities. This study employs a quantitative method using surveys and questionnaires as data collection techniques which were subsequently analyzed using a Likert scale. With a sample size of 167 respondents, the results of the t-test suggest that there is a significant relationship between perception and professionalism. The coefficient of determination, which is 62.7%, implies that perception is a key determinant of professionalism. Conversely, the remaining 37.3% of it is attributed to other external variables that are beyond the scope of the model. The output of this study is to provide stakeholders with a policy recommendation to enhance lecturer professionalism.

Keywords: Professionalism: Profession; Lecturer; Social Responsibility; Quantitative.
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1   Introduction

In accordance with the provisions of the Republic of Indonesia Law No. 14 of 2005 regarding Teachers and Lecturers [1], individuals who hold the position of lecturer are recognized as professional educators and scholars who play a pivotal role in disseminating knowledge, technology, and the arts through various means such as research, education, and community service. Moreover, education is considered a well-planned and deliberate effort to create an ideal learning environment that facilitates active development of a student's spiritual and religious strength, self-control, personality, intelligence, noble character, and skills which are crucial for their personal and societal growth [2]. Therefore, education serves as a critical means of enabling individuals to attain success in life. As noted by Todaro (2006) in [3], the education sector plays a primary role in enhancing a developing country's ability to absorb modern technology and establish production capacity, leading to sustainable growth and development. Improving the quality of education offers numerous benefits that accelerate economic growth. The QS World University Rankings conducted in 2021 indicate that universities contribute significantly to development, with several countries from Europe, North America, and East Asia, such as Japan, Korea, China, and Taiwan, ranking highly. Singapore is the only Southeast Asian nation represented, while universities from Indonesia are still in a low-ranking position.

In the context of higher education, the educational process is a complex undertaking that involves a multitude of stakeholders, including but not limited to, lecturers. Within this system, lecturers hold a significant role and are often considered to be the cornerstone of a university's establishment. As such, the presence of skilled and knowledgeable lecturers is instrumental in determining the success of implementing the Tri Dharma principle, which is essential in supporting the overall quality of higher education [4]. According to Piscayanti and Mahayanti (2014), the evaluation of academic competencies among higher education faculty is conducted through a rigorous process that involves a comprehensive review of portfolio documentation, which reflects their academic qualifications and performance in accordance with the Tri Dharma principle. Additionally, the evaluation process also includes perceptual assessments from various stakeholders, including peers, students, and the respective lecturer, with a focus on assessing their pedagogical, professional, social, and personal competencies. Furthermore, the lecturer is required to provide self-declarations regarding their contributions to the development of their institution [5]. Therefore, it can be assumed that the successful completion of the certification process is a hallmark of a professional lecturer. Drawing upon the data sourced from pddikti.kemdikbud.go.id as of May 11, 2021, the number of lecturers employed within Indonesian higher education institutions, including both state and private universities, amounts to an impressive figure of 375,285 individuals. Given the substantial number of professional lecturers who contribute to the academic excellence of the Indonesian education system, the country's universities have the potential to secure a spot among the top-ranking institutions worldwide.

Indonesia is home to 118 state universities, encompassing 63 universities, 12 institutes, and 43 polytechnics, each of which has played a pivotal role in shaping the country's human resource development. As per the list of universities and the latest statistics sourced from PDDikti, the cumulative number of lecturers affiliated with these institutions stands at 150,238 as of May 2022.

1.1 Literature Review

Law No. 14 of 2005 on Teachers and Lecturers stipulates that lecturers are required to possess a combination of key attributes, including academic qualifications, competencies, teaching certifications, physical and spiritual wellness, and other qualifications deemed essential by their respective higher education institutions. Furthermore, they must demonstrate the ability to contribute towards achieving the national education goals. The criteria for lecturer qualifications are not only mandated by Law No. 14 of 2005 on Teachers and Lecturers but are also regulated in Government Regulation No. 19 of 2005 on the National Education Standards and the Minister of Education and Culture Regulation No. 3 of 2020 on the National Higher Education Standards.

1. **Lecturer's Perception**

    Perception refers to the process by which individuals respond to and assimilate objective information in order to comprehend their surroundings. Accordingly, the evaluative process is shaped by a range of factors, including the characteristics of the evaluator, the object or target being evaluated, and the situational context in which the evaluation takes place. Hence, the perception process is significantly influenced by the identity of the perceiver, the nature of the object or target under consideration, and the contextual framework within which the perception is formed.

2. **Academic Qualification**

    The Teacher and Lecturer Law No. 14 of 2005 specifies that a lecturer's minimal academic qualification should be at the level of a Master's degree (Strata 2). Obtaining a Master's degree necessitates formal education at both undergraduate and graduate levels, and may further enable one to pursue doctoral studies. Moreover, in accordance with Article 29 of the Ministry of Education and Culture Regulation No. 3 of 2020 on the National Standards for Higher Education, academic qualifications correspond to the minimum education level required of a lecturer, which is evidenced by a diploma.

3. **Certification of Lecturers**

    In accordance with Suhada et al.'s research (2017), the conferment of teaching certification for lecturers is predicated upon a multifaceted evaluation process encompassing the assessment of portfolios, educational and research experience, and academic or professional pursuits acquired during their tenure. As stipulated in Law No. 14 of 2005 pertaining to Teachers and Lecturers, certification is a government-sanctioned process by which educators meeting the requisite qualifications are granted certification. Additionally, Article 3 of Minister of National Education Regulation No. 47 of 2009 regarding Educator Certification for Lecturers specifies that the certification of lecturers occurs through a competency assessment procedure, whereby a teaching certificate is awarded upon successful completion of the intended competency test, which takes the form of portfolio evaluation.

4. **Spiritual and Physical Wellness**

As per the definition provided by [6], physical fitness denotes the aptness of physical conditions for the activities that the human body is expected to carry out. This encompasses both anatomical and physiological prerequisites that individuals must possess. On the other hand, Soedjatmoko Soemowardoyo, as mentioned in Module 4 of Physical and Mental Health [7], elucidates physical health or fitness as the body's capacity to adjust its organ functions within physiological limits, efficiently performing environmental conditions, such as altitude, humidity, temperature, and/or physical labor, without excessive fatigue.

Drawing upon the aforementioned understanding, it can be inferred that physical fitness or physical health pertains to the capacity of the body to undertake physical activities proficiently, both in terms of anatomical and physiological aspects, without excessive fatigue. Individuals who exhibit sound mental health can operate within the parameters of normalcy in their lives, particularly when coping with the inevitable challenges they will confront, and leveraging their stress management capabilities.

It is expected that every Indonesian citizen, including lecturers, shall maintain a healthy physical and mental condition in all their activities as stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers. This is because a healthy physical and mental state is essential for lecturers to carry out their duties and responsibilities effectively.

5. **The Teaching Implementation**

Effective teaching is essential for the learning process of students. The educator's mastery of the subject matter, the ingenuity of teaching materials, and their ability to manage the classroom environment can significantly influence students' academic performance [8]. Muzenda (2013) further emphasizes that a lecturer's grasp of the subject matter, teaching proficiency, regular attendance, and attitude are important determinants of students' academic attainment [9]. Hence, one of the key indicators of an educator's effectiveness is how well their students perform.
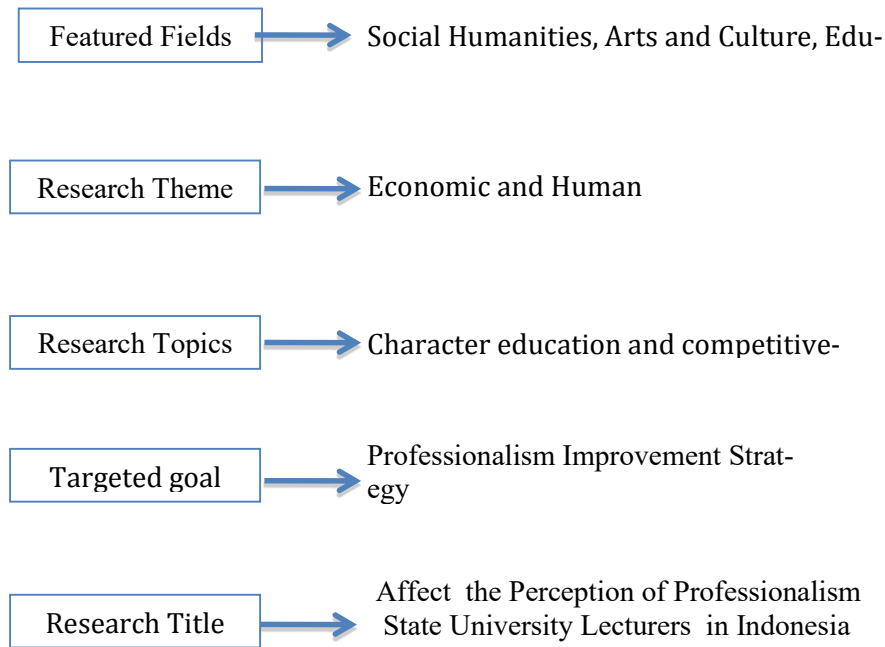
6. **Conducting a Research**

Research is an essential component of the Tri Dharma activities for lecturers and is thus obligatory. The conduct of research by lecturers entails the pursuit of truth using objective, logical, and systematic scientific methodologies and principles. The outcomes of such research must be subsequently utilized in activities such as innovation, technology development, and dissemination for practical application. [10]

7. **Community Service Implementation**

The implementation of community service programs by lecturers is considered an integral part of the Tri Dharma obligations. These programs are varied and may take the form of community education and training, services, or action research based on the scientific and technological knowledge generated by universities. The ultimate objective of such programs is to apply science and technology for the empowerment of the community, resulting in changes in the knowledge, skills, and attitudes of targeted groups within the community.

8. **Professionalism**

As per [11], the concept of professionalism encompasses five dimensions, namely dedication to the profession, social obligations, independence, relationships with fellow professionals, and belief in the profession. A professional lecturer must also possess a number of competencies in performing their duties, including specialized knowledge, competency, honesty, integrity, accountability, and self-regulation. (Sep 9, 2015 - Daniel W. Porcupile, Contract Officer at U.S. Security Associates, Inc.)

| Featured Fields | → | Social Humanities, Arts and Culture, Edu- |

| Research Theme | → | Economic and Human |

| Research Topics | → | Character education and competitive- |

| Targeted goal | → | Professionalism Improvement Strategy |

| Research Title | → | Affect the Perception of Professionalism State University Lecturers in Indonesia |

Picture 1: Research Roadmap

2   METHOD

Research Design

The research design is predicated on its specific objective, which is to ascertain the perceptions of lecturers regarding their professional status. The current research is classified as a survey and descriptive in nature, as it aims to elucidate the correlation between the two variables under investigation. In addition, it is structured based on the type of data and analysis, wherein data is represented in the form of words, sentences, diagrams, and images, which are subsequently converted into quantitative data acquired from the research variable's measurement scale.

Population

The subject population of this research encompasses permanent lecturers, comprising both civil servants and non-civil servant lecturers, who possess a valid NIDN (Indonesian Lecturer ID Number) and are affiliated with state universities under the purview of the Ministry of Education, Culture, Research, and Technology in Indonesia. The total number of individuals in this population is 150,238 (PDDIKTI: 2022).

Sample

Considering the extensive number of lecturers in the population, sampling becomes necessary by utilizing the Slovin formula while allowing a 5% margin of error. The result of the formula indicates a sample size of 400. The sampling was conducted randomly. Nonetheless, due to time constraints during the research, only 167 out of the 400 targeted respondents responded. Hence, only 167 samples were processed in this study.

Types of Data

In this study, two types of data were used, namely primary data and secondary data. The primary data were collected through instruments distributed to selected respondents who were deemed capable of providing information related to the research topic. On the other hand, secondary data were obtained from the research library through the examination and analysis of relevant books and scientific journals, in order to complement the primary data.

Method of Data Analysis

In this study, professionalism is considered the sole variable. The data processing involved the measurement of attitudes, perceptions, or opinions of individual respondents or groups regarding social phenomena, which was carried out by utilizing a Likert scale.

Fishbone Diagram of Research
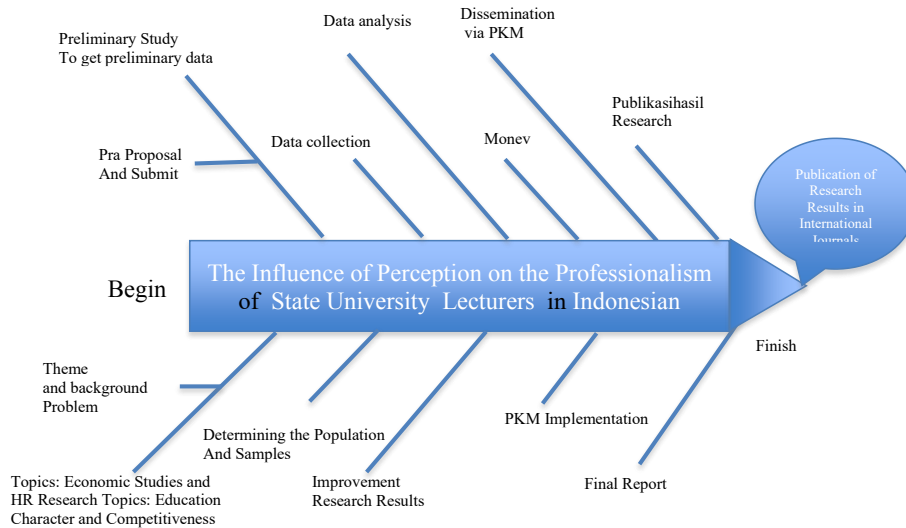
Picture 2 : Fishbone diagram of research

3   RESULT AND DISCUSSION

3.1 Respondents Profile

Table 1. Work Tenure

No	Age	Gender		Work Tenure
		Male	Female	
1	25-32 years old	21	19	<1 - 12 years
2	33-41 years old	37	18	<1 - 19 years
3	42-49 years old	8	13	7 - 23 years
4	50-57 years old	12	9	4 - 30 years
5	58-65 years old	15	15	3 - 48 years
	Total	93	74	167

According to the data presented in Table 1, the findings indicate that the work experience profile of the respondents, based on years of service, was predominantly represented by individuals between the ages of 33-41 years and with a work experience ranging from <1-19 years, as observed in the responses of 55 participants.

Simple Linear Regression Analysis

Simple linear regression analysis is a statistical methodology that can be employed as an inferential tool for determining the impact of an independent variable on a dependent variable.

$$\text{Regression Model: } Y = 1.627 + 0.782 \ X_1$$

Hypothesis Testing

The present study employed partial testing (t-test) as a hypothesis testing method. The hypothesis that will be tested and proven in this research is related to the influence of the independent variable, which is the perception towards the dependent variable, which is Professionalism.

Partial Test (t-test)

The t-test, also known as the partial test, is a statistical method employed to evaluate the extent of the influence of independent variables on the dependent variable. The degree of influence can be deduced by examining the regression results using a significance level of 0.05 ($\alpha = 5\%$) or by analyzing the t-value and the t-table. If the p-value is less than 5%, it can be concluded that the independent variable has a statistically significant partial effect on the dependent variable. The result of the partial test (t-test) in this study is presented in the following table:

Table 2. Partial Test Results (t-test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.627	3.431		.474	.636
	PERSEPSI	.782	.047	.792	16.650	.000

a. Dependent Variable: PROFESSIONALISM

Table 2 displays the outcomes of the partial test (t-test) for the Perception variable toward Professionalism. The table exhibits a sig. value of (0.000) < (0.05) and a t-value of (16.650) > t table (1.974). Consequently, the null hypothesis (H_0) is rejected. Hence, it can be deduced that perception has a statistically significant impact on professionalism.

Coefficient of Determination (R^2)

In this study, the researcher performed a simple linear regression analysis using IBM SPSS 21 to investigate the existence of a correlation between the Perception and Professionalism variables. Subsequently, the researcher obtained the following output. The coefficient of determination (R square) is utilized to evaluate the extent to which the Perception and Professionalism variables can clarify the variation in the dependent variable. The following section presents the results of the determination test (R Square).

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792[a]	.627	.625	3.538

The Model Summary table above indicates that the R square value is 0.627 (62.7%). This finding suggests that perception has a 62.7% influence on professionalism, while the remaining 37.3% is influenced by other variables that are not accounted for in the model.

Normality Test

Table 6 demonstrates the findings of the normality test, which indicates a significant value of 0.092, exceeding the significance level α ($\alpha = 0.05$). Thus, it can be inferred that the data derived from the variables Perception (X) and Professionalism (Y) are normally distributed.

Table 4. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		167
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.52775311
Most Extreme Differences	Absolute	.096
	Positive	.059
	Negative	-.096
Kolmogorov-Smirnov Z		1.242
Asymp. Sig. (2-tailed)		.092

Autocorrelation Test

The purpose of conducting an autocorrelation test in a model or study is to ascertain whether a correlation exists between the disturbance variables during a specific period and the previous variables. As suggested by Sujawerni (2016:357), one approach for detecting the presence of autocorrelation problems is by utilizing the Durbin Watson (DW) test, with the following criteria: if the DW value falls below -2, it implies the existence of positive autocorrelation.

Table 5. Autocorrelation Tes Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.792[a]	.627	.625	3.538	1.953

Table 5 presents the outcomes of the Autocorrelation Test, revealing that the Durbin-Watson (DW) value attained is 1.953. This finding suggests that the DW value remains within the range of -2 and +2 or -2 < 1.953 < 2. Consequently, it can be inferred that there is no autocorrelation present in this study, and the regression model is suitable for implementation.

Heteroscedasticity Test

The objective of conducting a heteroscedasticity test in a model or study is to assess whether there exists an equality of variances of the residuals across different observations within a regression model.
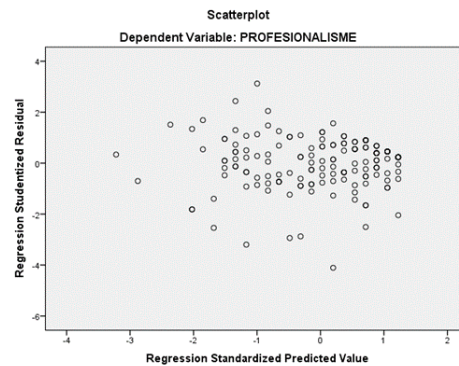
Picture 2. Result of the Heteroscedasticity Test

According to the findings of the Heteroscedasticity Test shown in Figure 2, the scatterplot diagram indicates that subsequent to data transformation, the data points are randomly dispersed around zero on the Y-axis, both above and below, signifying that the scatter of data points is non-patterned. As a result, it can be inferred that there is an absence of heteroscedasticity in the regression model, implying that there is no interaction between the independent and dependent variables, and the regression model is suitable for utilization.

4   CONCLUSION

Based on research conducted using descriptive and verification analysis on the Influence of Perception on the Professionalism of State University Lecturers in Indonesia, the following conclusions can be drawn:

1. According to the results of the descriptive analysis conducted on the perception variable, it is evident that the average score of 760.7 falls within the category of Strongly Agree. This finding suggests that the perception of lecturers towards their professionalism in state universities in Indonesia is good. Nonetheless, it is noteworthy that one indicator elicited a response of Disagree worth 6% and Somewhat Agree worth 23.4%. This outcome reveals that a portion of lecturers (6%) and some who are ambivalent (23.4%) hold the view that there is a lack of shared aspiration among their fellow lecturers.

2. The outcomes of the descriptive analysis performed on the professionalism variable reveal that the mean score of 752.7 falls within the Strongly Agree category. This finding suggests that the level of professionalism demonstrated by lecturers in state universities in Indonesia is excellent.

3. The t-test results have led to the conclusion that perception has a significant influence on professionalism.

4. The coefficient of determination indicates a value of 62.7%, and the remaining 37.3% of the variation is attributed to external variables that are beyond the scope of the model.

SUGGESTIONS

1. In the process of selecting potential lecturers, it is imperative to ask relevant questions pertaining to their aspirations. For instance, *do you apply to become a lecturer with a desire to become a Professor? Do you apply to become a lecturer with a desire to become materially wealthy?*

2. For future research, it would be essential to examine how lecturers perceive administrative work, which is an integral component of their job responsibilities.

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