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Tadris: Jurnal Keguruan dan Ilmu Tarbiyah

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Lecturers' Professionalism: Reflective Experiences among Islamic State Universities in West Sumatera

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Article History:

Received: April 14th, 2019

Revised: May 12th, 2019

Accepted: June 18th, 2019

Published: June 26th, 2019

Keywords:

Academia, Community services,
Higher education,
Professionalism, Research

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Abstract: Engagement for lecturer in Tridharma Perguruan Tinggi (Three Principles of Higher Education) across the higher education has been widely investigated. However, the professional lecturer implementation had not shown practical packaging and could not reach all the skills that gift practically needed in the higher education role. The study aim is to describe the professionalism development of lecturers of Islamic higher education institutions in West Sumatera, Indonesia from the aspects of education, research, and community services, as constituted in the Tridharma Perguruan Tinggi. Descriptive quantitative research method was used where the data taken from questionnaire and documentation. The population of the study includes 616 lecturers spreading from three Islamic state universities, with a sample of 62 lecturers. The finding showed that the professionalism development of the lecturers was done by designing lesson plans, pursuing doctoral education, attending conferences and workshops, involving students in community activities, and filling for intellectual property rights on their research. This indicates that the education and teaching, research and service can be used as a means of developing professional lectures at Islamic higher education institutions.

INTRODUCTION

Higher education is a vessel for the development of high quality human resources that is humans with academic, professional, and intellectual competence. In addition to improve the quality of human resources who can master science and technology, higher education institutions must also develop science and technology so that it can grow and compete with others (Altbach & Knight, 2007; Bates, 2005; Etzkowitz, Webster, Gebhardt, & Terra, 2000; Fallows & Steven, 2000; Gebhardt, Terra, & Etzkowitz, 2000; Hölttä & Malkki, 2000; Johnson et al., 2016; Laguardor, 2013; Laurillard, 2002; Nelson, 2013).

In the higher education environment, the lecturer is one of the strategic and dominant factors in determining the success rate of students in the process of transformation of science and technology and ethical and moral internalization. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education and teaching, research and development, and contribution to society.

Lecturers greatly determine the quality of education and graduates produced by the institution, in addition to determining the quality of the institution itself. If the lecturers are of high quality,

then the quality of the institution will also be high, and vice versa. No matter how good the education program is, if not supported by the performance of qualified lecturers, then the results will not be satisfactory. According to (Altbach & Knight, 2007; Biggs, 2011; Chan & Lau, 2005; Cheong Cheng & Ming Tam, 1997; Hill, Lomas, & MacGregor, 2003; Ramsden, 2003), this is caused by the need of high quality lecturers to run a good education program. By having good and high-quality lecturers, universities can formulate programs and modern curriculums to ensure the birth of outstanding output and excellent quality.

Some research findings on the lecturers' professionalism (Copriady, 2013; Johnson et al., 2016; Sufyarna, 2003; Voorhees, 2001) showed that the development of lecturers' competency is the core of the development of an institution, because to improve the quality of higher education, it is necessary to have qualified lecturers. Thus, the development of lecturers has an impact on the development of universities, which will have implications for improving the quality of education. This is because the lecturer is a professional educator who develops science and technology and the arts through education and teaching, research and development, and contribution to society, as constituted in the Tridharma Perguruan Tinggi or 'Three Principles of Higher Education'.

Lecturers, firstly as professional positions in the process of empowering students act as educators and teachers who are professional in delivering information or knowledge to students, as well as providing opportunities (stimulus) in the development of skills and interest in learning. Secondly, lecturers act as motivators, who will provide direction and motivation to students on learning strategies and activities and the sequence of activities to be followed, help develop emotional intelligence and develop student learning responsibilities. Third,

lecturers are mentors who will assist students in developing themselves and create individual and group learning plans, develop critical thinking, problem solving skills and encourage students to reflect on the experience and knowledge that has been mastered. Then, lecturers act as facilitators who provide good training activities for student activities, organize the learning resources needed by students, carry out individual empowerment, small groups, or large groups. Finally, lecturers are assessors, who make decisions about the recognition of prior skills or training, plan and use appropriate measurement tools, assess student achievement based on predetermined criteria and record and report on assessment results (Etzkowitz et al., 2000; Fletcher, 2000; Johnson et al., 2016; Oakleaf, 2009).

To be able to carry out their tasks in transforming, developing, and disseminating science, technology and arts through education and teaching, research and development, and contribution to society, lecturers are required to have at least the academic qualification of Master (Strata 2) to teach at Undergraduate level (Strata 1), and doctoral qualification (Strata 3) or professor to teach at the Master level. In addition, a lecturer is required to have and develop professional self-esteem (self-professional development) either through self-learning (self-study) or through participation of formal education as well as non-formal. The competencies to be developed are pedagogical, professional, social and personality competencies that are implemented into educational and teaching activities, research and development, as well as community services and the preservation of morality values.

Based on preliminary study, UIN Imam Bonjol has 6 faculties, with 33 departments and 1 postgraduate program and 355 lecturers with Master and Doctoral qualifications. IAIN Bukittinggi has 4 faculties, 23 majors and 1

postgraduate program. The number of students is 7617, while the lecturers are 115. IAIN Batusangkar has 4 faculties, 18 majors, 1 postgraduate program with 4 majors, 146 lecturers with Master and Doctoral qualifications on average. Although the lecturers have Master and Doctoral qualifications, there are still some problems from the perspective of professionalism development in the field of education, research and community services in the state-owned Islamic higher education institutions in West Sumatra as follows.

First, in the learning on the campus of UIN Imam Bonjol Padang, there are still lecturers who do not meet the curriculum targets that have been made in the syllabus, so that in the implementation, the students are still studying materials that are not in accordance with the syllabus. This problem is also found on the campus of IAIN Bukittinggi and IAIN Batusangkar. However, there are also lecturers who continue to develop themselves in the use of technology-based media in classroom teaching and implement new learning strategies for their professionalism development on campus. Furthermore, feedbacks on student tasks still look low, so it can be said the role of lecturers is still dominant on the level of transfer of knowledge. There are even lecturers who like to apply "scientific depotism" for not being able to cope with critical dialogue with the students, so it does not match the main topic of the lecture that sometimes spends time. This is done because lecturers have not mastered the material yet, so that the tasks are given to the students.

At UIN Imam Bonjol campus, majority of students are left to argue on their own to train them to discuss and find their own solutions. The task of guiding students to better have good ethics and morality, critical and creative thinking habits, sense of responsibility, honesty,

togetherness, discipline, environmental concern, and social solidarity receive less attention in learning. Meanwhile, observations on the campus of IAIN Bukittinggi, the participation of lecturers to follow the scientific forum is very limited because the institution has not provided the maximum facilities and infrastructure to support professionalism development through various scientific activities. However, at IAIN Batusangkar, there are also lecturers who attend various scientific activities off-campus with their own efforts due to the lack of maximum assistance from the management on campus. This is done for the development of their respective professionalism.

Lecturers perform various activities of dedication to the community that has been routinely done, such as Friday sermons and various religious meetings. However, for community service activities sometimes depends on the financing provided by the management, although there are a small number of lecturers who are willing to perform these activities with their own efforts.

The current study aims to identify lecturers' professionalism development from the aspects of education and teaching, research and development, and community services, as constituted in the Tridharma Perguruan Tinggi or Three Principles of Higher Education. One way to improve educational institutions is to educate human resources of educators to become agents of change. This means that the level of quality of educators who get the development and professionalism development will have implications for improving the quality and success of higher education.

METHOD

This research is done quantitatively, where the data on professionalism development of lecturers from the aspects of education and teaching, research and development, and community services is

obtained using the descriptive quantitative method. Meanwhile, differences in professionalism development of Islamic higher education institutions in West Sumatra, namely UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar are measured quantitatively.

The population in this research is all 355 lecturers from UIN Imam Bonjol; 115 from IAIN Bukittinggi, and 146 from IAIN Batusangkar (Academic Data 2017). The number of lecturers in each University who were sampled is 35 from UIN Imam Bonjol; 12 from IAIN Bukittinggi, and 15 from IAIN Batusangkar. Questionnaires and documentation are used to measure the differences in professionalism development that have been done by lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangka. Documentation is obtained through various sources in the form of data of lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar.

This study used the Likert model scale. The instrument consists of 10 educational and teaching items, 10 research and development items, and 10 items of contribution to society. Thus, there are 30 items filled by lecturers who teach at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar.

The quantitative data that have been collected through questionnaire is analyzed using descriptive quantitative analysis to see descriptive data from the Tridharma aspects at the three Islamic higher education institutions in the province of West Sumatera by using SPSS Statistics software version 20.0. While descriptive data on lecturer professional development is analyzed using qualitative data analysis steps (Miles & Huberman, 2007), i.e. average reduction, data presentation, and conclusion.

The findings of a study are considered valid if they match the realities in the field, and they will depend largely

on the methods used in the collection, the analytical techniques used and the informant's honesty as the most important source of data.

RESULT AND DISCUSSION

Professionalism Development in the Aspect of Education and Teaching of Lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar

Questionnaires were distributed to 35 lecturers from UIN Imam Bonjol Padang, 12 of them were from IAIN Bukittinggi, and 15 lecturers were from IAIN Batusangkar. Here is the data obtained from UIN Imam Bonjol Padang on education and teaching aspect. The graphic can be seen in the histogram below.

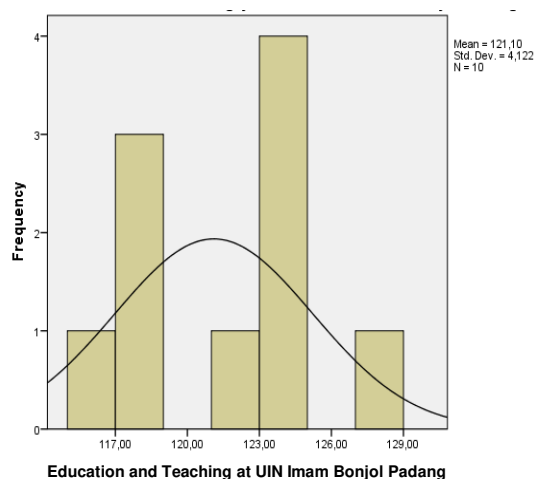


Figure 1. Histogram Education and Teaching at UIN Imam Bonjol Padang

The histogram above describes that the lowest score is obtained at 116, 121, 123, and 128 with frequency 1. Then, the highest value is in the range of 117 and 124 based on the questionnaire responded by respondents.

Distribution of data obtained from IAIN Bukittinggi on education and teaching aspect can be seen in the histogram in Figure 2.

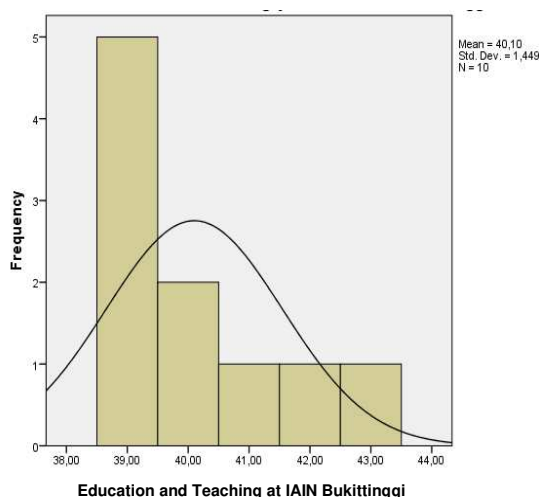


Figure 2. Histogram Education and Teaching IAIN Bukittinggi

Based on the histogram above, it can be seen that the lowest value range is obtained at 41 – 43 with frequency 1 (one). Furthermore, the highest range with a value of 39 with a frequency of 5 out of 10 questionnaires distributed at IAIN Bukittinggi.

Finally, the distribution of data obtained from IAIN Batusangkar on education and teaching aspect is as follows.

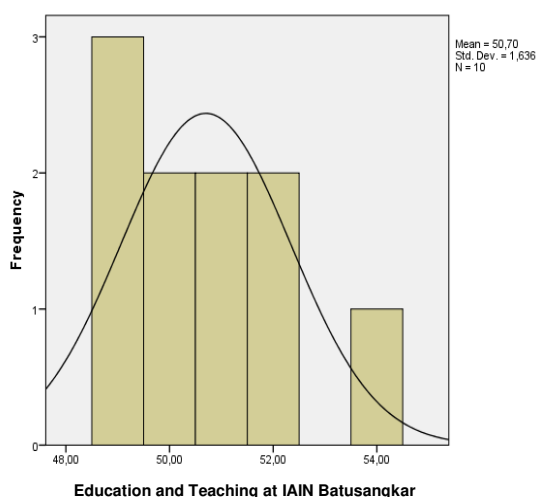


Figure 3. Histogram Education and Teaching IAIN Batusangkar

The histogram above illustrates that the lowest value range is obtained at 54 with the frequency of 1 (one). The highest

range is a value of 49 with frequency 3. It means there are 3 items out of 10 items of questionnaires distributed to IAIN Batusangkar lecturers.

Furthermore, the 10 questions on the aspect of education and teaching, about designing the lesson, enriching learning materials from various sources, readings, internet, journals, and bought using personal funding, the use of active learning in team teaching, reflection in learning, evaluating the learning process, and continuing study to a higher level. The following is the data obtained from the three Islamic state universities in West Sumatra based on the highest number of each item of questions posed that point 1 found that the lecturers at UIN Imam Bonjol Padang as many as 23 of 35 (65.7%), IAIN Batusangkar 9 out of 15 (60%), and 6 out of 12 (50%) who together with lecturers in their respective field in making the lesson plans. In a field of science, there is a group of lecturers who prepare the lesson plans, namely the field of fiqh, psychology, counseling, da'wah, science, language, and others. In item 2, lecturers add and enrich learning materials from various sources, with percentage of 58.3% for IAIN Bukittinggi, 54.3% UIN Imam Bonjol Padang, and IAIN Batusangkar with 53.3%. In this case IAIN Bukittinggi do more adding and enriching the subject matter from various sources, both from e-journals, e-books, textbooks, and the mass media.

In implementing the lesson as questionnaire number 3, lecturers at IAIN Batusangkar mostly use active learning strategy at 66.7%. IAIN Bukittinggi with 58.3% and UIN Imam Bonjol Padang amounting to 54.3%. The percentage obtained exceeds 50%, meaning that on average each lecturer has been using the active learning strategy in the lecture. Then, item 4 describes the existence of team teaching among lecturers in teaching. IAIN Batusangkar lecturers do

team teaching with the amount of 73.3%; lecturer IAIN Bukittinggi with the percentage of 58.3% and UIN Imam Bonjol Padang lecturers do team teaching of 51.4%.

IAIN Batusangkar lecturers develop professionalism by reading books to continuously develop their knowledge in their field by 60.0%. For lecturers in UIN Imam Bonjol Padang obtained the number 54.3% and IAIN Bukittinggi get 50% correct rate in developing the lecturer's knowledge.

In number 6, IAIN Batusangkar lecturers buy more books and journals and other references to develop their professionalism in teaching, which is 60.0%. Meanwhile, IAIN Bukittinggi lecturers set aside their income to obtain books and journals to add insight and smoothen in giving lectures. IAIN Bukittinggi at 58.3% and UIN Imam Bonjol Padang with a percentage of 54.3%.

At point 7, IAIN Bukittinggi lecturers are ready to receive new information obtained from the internet and journals of 75.0%, for UIN Imam Bonjol Padang at 65.7% and IAIN Batusangkar at 53.3%. Information obtained at UIN Imam Bonjol Padang, lecturers have been using Google Scholar in search of various journals, which are the research of lecturers and other writers. Lecturers at IAIN Bukittinggi prefer to reflect on learning by observing the class in order to map the character and competitiveness of learners so as to facilitate lecturers in dividing groups, organizing learning, and doing evaluation in teaching.

In point 9, UIN Imam Bonjol Padang lecturers evaluate the completed learning process by distributing questionnaires to each class taught, so as to improve the quality of learning by 54.3%. For IAIN Bukittinggi with 50.0% evaluation rate and IAIN Batusangkar lecturers conduct evaluation after teaching with the percentage of questionnaire

46.7%. At the last point, the tenth item on the aspect of education and teaching is to continue education to doctoral level as an academic development effort of 68.6%. That is, lecturers at UIN Imam Bonjol Padang are more likely to obtain a doctoral degree, because the number of lecturers in UIN Imam Bonjol Padang is a lot and there is a demand after becoming a university lecturer. Furthermore, for IAIN Bukittinggi the number is 58.3% and IAIN Batusangkar 53.3%. In short, various aspects in the field of education and teaching are conducted by lecturers in various ways, both in adding references, conducting discussions, and conducting evaluation activities in learning.

Professionalism Development in the Aspect of Research and Development of Lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar

Based on the questionnaires distributed to 62 lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar, it can be described the data as seen in the histogram below.

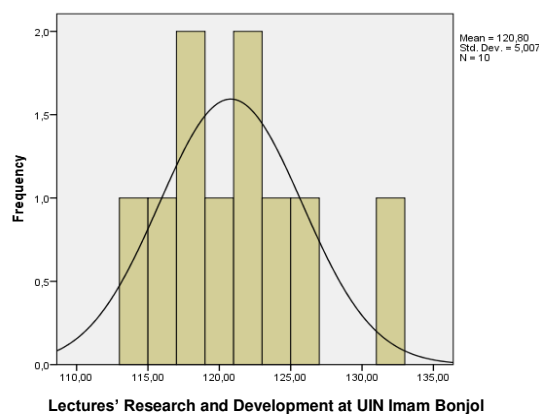


Figure 4. Histogram Research and Development UIN Imam Bonjol Padang

The histogram illustrates that the numbers 114, 116, 119 - 131 are with a frequency of 1 (one) which answers on the questionnaire. Furthermore, the highest range is in the range of 118 with a

frequency of 4. It means there are 4 that answer the questionnaire of 10 items.

Distribution of data obtained from lecturers from IAIN Bukittinggi on aspects of research and development can be seen in the following histogram.

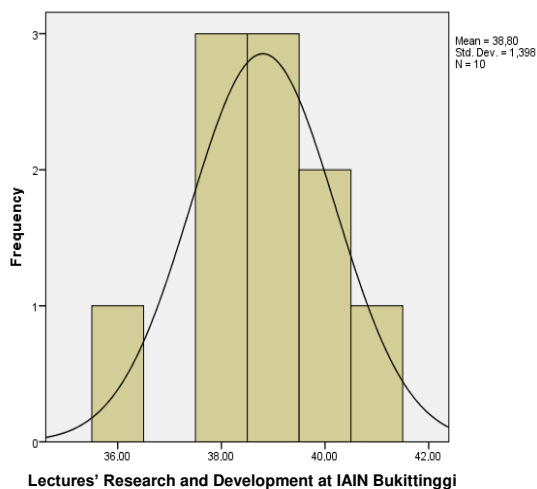


Figure 5. Histogram Research and Development IAIN Bukittinggi

The histogram illustrate that the lowest value range is at 36 and 41 with frequency of 1 (one). The highest range is in the score of 38 and 39 with a frequency of 3 that answers the questionnaire of 10 items of questionnaires from lecturers at IAIN Bukittinggi.

The distribution of data obtained from lecturers at IAIN Batusangkar on aspects of research and development can be seen in the following histogram.

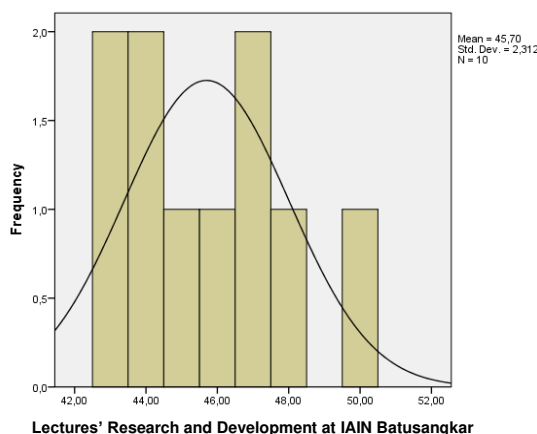


Figure 6. Histogram Research and Development IAIN Batusangkar

The histogram illustrate that the numbers 45, 46, 48, 50 with a frequency of 1 (one) answer the questionnaire. Furthermore, the highest ranges are at 43, 44, and 47 with frequency 2 which answers the questionnaire of the 10 items of questions.

In this research, the questionnaire on the research and development aspects are 10 items, about the lecturers who join in research, join research methodology workshops, interact with other lecturers in scientific discussion activities related to learning, seek conference information and actively join it, doing group research, making presentations of research results through research seminars on campus, making articles, research with other lecturers in an interdisciplinary manner, submitting articles to be published.

The following is the data obtained from the three Islamic state universities in West Sumatra based on the highest number of each item of questions posed that UIN Imam Bonjol in conducting research and development of lecturers who join in research in each semester amounted to 19 people from 35 lecturers who fill the questionnaire with the highest percentage is in 54.3%. While 5 out of 12 lecturers from IAIN Bukittinggi get 41.7% who every semester join in research, and for lecturers from IAIN Batusangkar only 40% of lecturers who routinely join in research every semester. Based on information obtained from lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar, they develop their professionalism by following various researches from the Indonesian Ministry of Religious Affairs' List of Budget Implementation (DIPA Kemenag RI), both at university level and at faculty level respectively. In addition, lecturers are also active in making independent research that is associated with each learning process.

Furthermore, lecturers who teach at IAIN Batusangkar, have a high

percentage to join research methodology workshop with the percentage of 73.3% in point 2. While lecturers at IAIN Bukittinggi who join research methodology workshop amounted to 66.7% and lecturers at UIN Imam Bonjol Padang follow the activity amounted to 51.4%. Higher percentage is to join research methodology workshop because of lecturers' high need for information about research methodology.

In point 3, UIN lecturer Imam Bonjol Padang interacts in scientific discussion activities related to learning with percentage of 60.0%. Furthermore, for lecturers of IAIN Bukittinggi as much as 58.3% have interaction in scientific discussion about learning and lecturers of IAIN Batusangkar 53.3%.

Lecturers at UIN Imam Bonjol Padang acknowledged that information about conferences and actively follow the activities with 74.3% percentage of 26 lecturers. This percentage is quite high compared to lecturers at IAIN Batusangkar of 73.3% of the 11 lecturers who became the sample in this study. As for lecturers from IAIN Bukittinggi seeking information to participate in the conference amounted to 66.7% of 8 lecturers in the campus.

Regularly, lecturers of IAIN Bukittinggi conducted group research at 58.3% from 7 lecturers. The group formed by lecturers in the research consists of various scientific fields for multidisciplinary and interdisciplinary lecturers.

For 7 lecturers at IAIN Bukittinggi regularly conduct group research with percentage 58.3%. Unlike the lecturers who teach at UIN Imam Bonjol Padang which only as much as 51.4% who do the same thing. The lecturers conduct research presentation through research seminar on campus and follow seminar research methodology with percentage of 51.4% at 6th and 7th points. The lecturers also make articles based on research done in class with percentage 62.9% at point 8,

and lecturers conduct research with other lecturer interdisciplinary with percentage 83.3% at point 9. The lecturers submit articles to be published scientifically in a national accredited journal with a percentage of 74.3% at point 10. It can be inferred that lecturers from UIN Imam Bonjol Padang develop a lot by participating in seminars and conferences that provide many benefits for professionalism development of lecturers professionally.

Professionalism Development in the Aspect of Community Services of Lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar

Questionnaires were distributed to 62 lecturers of UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar, hence the results of the data can be seen in the histogram below.

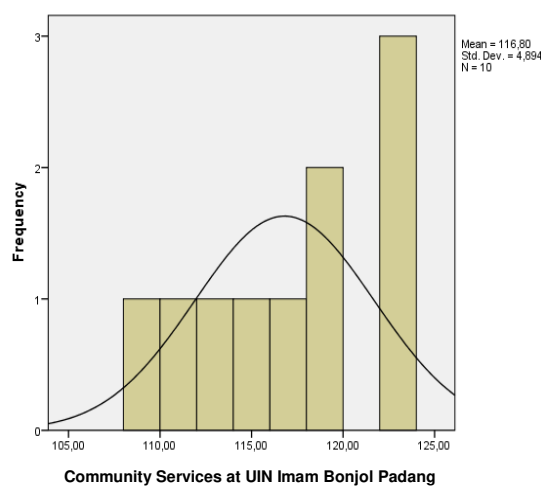


Figure 7. Histogram Community Services at UIN Imam Bonjol Padang

The histogram above illustrate that the lowest value range is obtained at 109 - 119, and 123 with frequency 1 (one) in the questionnaire. Furthermore, the highest range in the range 122 with a frequency of 2. It means there are 2 with the number of questionnaires totaling 10.

Distribution of data obtained from lecturers at IAIN Bukittinggi on the

aspect of community services can be seen on the histogram below.

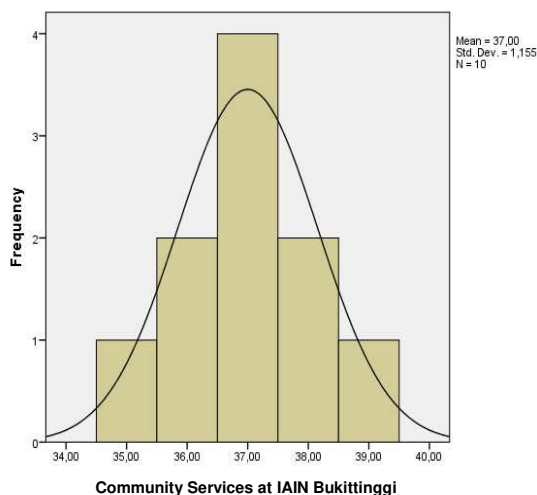


Figure 8. Histogram Community Services at IAIN Bukittinggi

The histogram above illustrate that the lowest values obtained at 35 and 39 amount to 1 (one). Next, the highest range at 37 with frequency 4. The distribution of data obtained from lecturers at IAIN Batusangkar on aspect of community services can be seen in the histogram below.

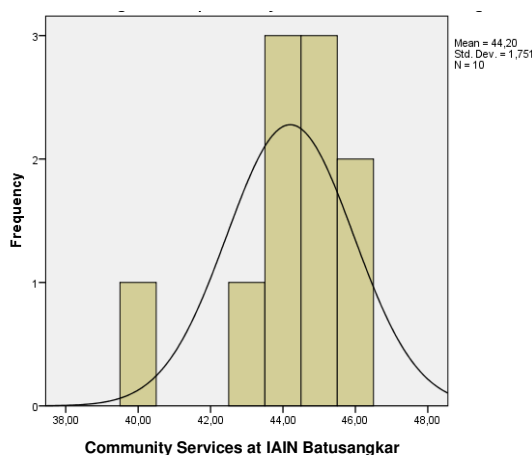


Figure 9. Histogram Community Services at IAIN Batusangkar

The histogram above illustrate that the numbers 40 and 43, with the sum of 1 (one). Further, the highest range is at 44 and 45, with the frequency of 3.

The results of data obtained from the three Islamic state universities based on the highest number of each item of questions. The development of lecturer professionalism in the aspect of community services in UIN Imam Bonjol Padang, lecturers become Field Supervisor (DPL) KKN as a form of community services activity with percentage of 51.4% as highest percentage, lecturers give soft skill training, edutainment, entrepreneurship to society with the percentage of 60.0% in the second point, the lecturers undertake the service activities are followed up so as to provide benefits to the community with the percentage of 77.1% in the sixth point, the lecturers bring the resource persons as experts for community service activities 48.6% in point 7, assistance activities for community service activities 54.3% in the eighth point, and lecturers to follow up on activities that have been lecturers do previous evaluation with the percentage of 51.4% in the tenth point.

For lectures of IAIN Bukittinggi do activity of community services which involve students with percentage 75.0% at third point, lecturers do activity of community services done between faculty with percentage 75.0% at fourth point, lecturers doing development activity devotion to society each year with the percentage of 66.7% in the fifth point, lecturers evaluate the community services activities that have been done with the percentage of 58.3% in the ninth point.

Differences in Professionalism Development of Lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar

There were 23 from 35 lecturers (65.7%) who designed lesson plan. In one field of science, there are a group of lecturers who prepare the design of learning, namely the field of fiqh, psychology, counseling, da'wah, science, language. Then, the lecturers evaluate the

learning process that has been done by distributing questionnaires to each class being taught, so as to improve the quality of learning by the number of 19 (54.3%). The evaluation was done by lecturers with the help of the department and HMJ in distributing the evaluation questionnaire. There were also more lecturers are pursuing doctoral education, because the number of lecturers in UIN Imam Bonjol Padang is a lot and there are demands after becoming a university lecturer. Lectures are attended by lecturers at various Postgraduate campuses, UIN Imam Bonjol Padang, UIN Jakarta, Malang, Yogyakarta, and abroad, in Malaysia, Middle East. Meanwhile, 58.3% of lecturers in IAIN Bukittinggi in Education and Teaching and enrich learning materials from many sources. Then, 75% of them open themselves to new information obtained from the internet, journals and prefer to make efforts through reflection on learning. At IAIN Batusangkar in Education and Teaching, there was 66.7% of lecturers used active learning strategy to students in lectures and 73.3% of them invited lecturers from the same field for team teaching. 60% of lecturers read various sources to follow their scientific development.

In the aspect of Research and Development, there were 54% of lecturers join in research at UIN Imam Bonjol every semester. 60% of them interacted with other lecturers in scientific discussion activities related to learning. There were 73.3% of lecturers seek conference information and actively join the activities. About 66.7% of IAIN Bukittinggi lecturers attended workshops of research methodology. There were 83.3% of them conducted research with other lecturers interdisciplinary. Other data found that in 2016 and 2017 many lecturers of IAIN Bukittinggi graduated in Diktis Kemenag Jakarta, 12 teams in 2016, and 9 teams in 2017. Meanwhile, 73.3% of lecturers of IAIN Batusangkar

attended workshop of research methodology. 73.3% of lecturers seek conference information and actively follow the activities of National and international conferences are regularly followed by lecturers each year and 80% Lecturers conducted research with other lecturers interdisciplinary. In the aspect of community services, there were 60% of lecturers at UIN Imam Bonjol Padang provided soft skill training, edutainment, entrepreneurship to the community. Then, 77.1% of them carried out, reviewed activities and followed up evaluation. It was devotion activities are followed up so as to provide benefits to the community. There were only 48.6% of lecturers invited resource persons as experts for community services (48.6%) and 54.3% of them performed assistance activities for community service activities (54.3%). 51.4% of Lecturers followed up on previously evaluated activities. Meanwhile, there were 75% of IAIN Bukittinggi lecturers contribute to society activities that lecturers do involve more students. 66.7% of them involve in society activities every year on / off campus, for example: they conducted cooperative practice teaching in Thailand. 66.7% of lecturers at IAIN Batusangkar developed community service activities every year on/off campus, for example, there are intellectual property rights of Minangkabau people in cooperation with the UNESCO.

This is in line with what (Barth, Godemann, & Rieckmann, 2008; Bathmaker & Avis, 2005; Tigelaar, Dolmans, Wolfhagen, & Vleuten, 2004) mentioned that the development of professionalism of lecturers is done in various ways. It is both from the aspect of personality, in developing the existing competence in the lecturer. The quality of learning is also developed by lecturers in various ways, either by searching various sources of learning, seeking information, references, internet in the form of e-books, e-journal, and the like. From the

aspect of pedagogy, the lecturers manage the learning by arranging the material and developing the existing material with various information and insights that have been owned by the lecturers. This is what also suggested by several experts (Hakim, 2015; Idris, 2016; Laurillard, 2002; Maor, 2006; Molefe, 2010; Müller-Christ, Sterling, van Dam-Mieras, R. Adomßent, Fischer, & Rieckmann, 2014; Tigelaar et al., 2004) in teaching professionalism that the lecturer's personality determines the professional development of lecturers by mastering the content and increasing the mastery of lecturer's methodology in teaching.

Lecturers should be given the opportunity by their campus management to develop themselves to attend seminars, conferences, and workshops in various areas outside the campus (Barth et al., 2008). Various facilities are prepared by the campus is also very helpful lecturers in developing professionalism of lecturers at UIN Imam Bonjol Padang, IAIN Bukittinggi, and IAIN Batusangkar. Cooperation with lecturers has also been done by lecturers with other lecturers who are allied, so that the material taught to students is more knowledgeable and broad.

Lecturers at UIN Imam Bonjol Padang looked for conference information and actively join the activities, wrote articles based on research, and submitted the articles to be published scientifically in accredited national journals and International high impact journals. Then, Lecturers in IAIN Bukittinggi regularly conducted group research with other lecturers in interdisciplinary for preemption. They also followed international seminars, cooperation with overseas university, undertook the development of community service activities every year, in the form of Edutainment activities. Meanwhile, lecturers at IAIN Batusangkar joined workshops of research methodology

invited resource persons as experts for community services activities. In the form of publication, the proceedings, international conferences, International Journals, intellectual property rights of Minangkabau people in cooperation with the UNESCO become the lecturers' efforts in three universities.

CONCLUSION

Professional development in the aspects of education and teaching of UIN Imam Bonjol Padang lecturers, Bukittinggi IAIN, and Batusangkar IAIN have similarities in terms of: lecturers collectively create learning designs and enrich learning materials from many sources. In addition, lecturers apply active learning strategies for students in lectures by searching for new information obtained from the internet and in the form of journals. In the field of research and service, the lecturers of the three campuses participated in various research methodology workshops, conducted research from various interdisciplinary disciplines, and conducted community service activities involving students, community assistants, and further evaluation and evaluation, which were then patented in the form of Intellectual Property Rights.

The differences in the professional development of UIN Imam Bonjol Padang lecturers, IAIN Bukittinggi, and IAIN Batusangkar, are: UIN Imam Bonjol Padang sought conference information and actively participated in activities, making research-based articles to be published scientifically in accredited journals. In IAIN Bukittinggi, lecturers regularly conduct interdisciplinary group research with other lecturers for proceedings, international seminars, cooperation with foreign countries, and develop community service activities every year, in the form of Edutainment activities. While in IAIN Batusangkar, the results of research and service were made

in the form of Proceedings, international conferences, LPDP Journal, Intellectual Property Rights and Minangkabau Patents-UNESCO.

ACKNOWLEDGMENT

The authors are thankful to State Islamic University of Imam Bonjol Padang (Universitas Islam Negeri Imam Bonjol Padang), for providing the necessary facilities for conducting the research and publishing the article.

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