Journal of Asian Scientific Research
ISSN(e): 2223-1331/ISSN(p): 2226-5724

journal homepage: http://www.aessweb.com/journals/5003

BUILDING HIGHER EDUCATION INSTITUTION CAPACITY IN INDONESIA THROUGH STRATEGIC FACULTY DEVELOPMENT

John Tampil Purba[1]

[1]*Pelita Harapan University, Jakarta, Indonesia*

ABSTRACT

To be world class universities required faculty members excellent in three duties compulsories; in teaching, research, and community services all of them done with active participants in academic life. The competing demands; effective teaching, scholarly research productivity and community service contributions, of faculties. Indonesia case, based on data in national higher education data center there are many of higher education institutions' problems, such as; lack in quantity, quality and certifications' faculties. Those facts proved the institutions facing that the faculty development is a critical process. Applied of that, the case study took at AC University Jakarta. Collecting data derived from primary and secondary resources. For primary using questionnaires with 227 respondents, but returned 115. By the results of descriptive analysis and t-test, the faculties' competencies not yet fulfill the expectation. Proposed strategic development in three main areas: 1. Teaching by conducting workshops, forum discussion group, apprentices, lab practices, continue to higher education, and comparative study, 2. Researches by mentoring the junior faculties under supervision of senior ones, 3. Community services; clean and green programs, seminars, apprenticeship, non-formal education, anti-drug abuse campaign, drug rehabilitation program, environment protection counseling in hygiene and sanitation awareness, disaster prevention, waste disposal management, and others related.

Keywords: Building capacity, Higher education, Institution, Strategy, Faculty development, Indonesia.

Contribution/ Originality

This study contributes the faculty development in higher education in Indonesia, which uses new estimation methodology accordingly. This study is one of very few which have investigated faculty development with logical analysis with originates new formula. The primary contribution is finding proposed strategic development of HE capacity in Indonesia.

DOI: 10.18488/journal.2/2015.5.6/2.6.291.302
ISSN(e): 2223-1331/ISSN(p): 2226-5724

1. INTRODUCTION

The recent rapidly development of technologies give a lot of changes all over the world business organizations, governments and also non-profit organizations like higher education institutions. The trends of skills requirements of business, companies and organizations are going higher in this new era. Bersin [1] as the economic recovery takes hold, businesses realize that the workforce today has changed. Skills are scarce, workers have high expectations, and Millennial are now in charge. Entering the 21st-century workforce is global, highly connected, technology-savvy, and demanding. Its employees are youthful, ambitious, and filled with passion and purpose. Critical new skills are scarce and their uneven distribution around the world is forcing companies to develop innovative new ways to find people, develop capabilities, and share expertise.

The development forces the higher education institutions shall develop their inside human resources i.e. the faculty members have moral imperatives to do a number of researches in mastering the knowledge base as the lightning speed of advancing development of sciences, knowledge, social politics, economics, technologies and others. So, building capacity of the higher education institutions by developing the lecturers or faculty members shall be done systematically to sustain the quality even consume big number of budget. In the statement of Purba [2] thus, the importance of career development of faculty is not as little higher education institutions and government spending budget for a considerable cost to increase the institutions to the higher level; they are for the cost of research, national and international seminars, the cost of scientific publications, both nationally and internationally. So that the accreditation of study programs as a home base is becoming increasingly lecturer and has a good reputation in the eyes of society. With an enhanced reputation many universities in this country and internationally became famous because of the ability of the lecturers who work carried out their three duties of higher educations' consistently. The aims and purpose of this study provide faculty development discourse and ideas as the main pillar in the development of higher education in Indonesia in accordance with the mandate of the laws and regulations in order to educate the human being of citizens in general and tertiary educations in particular. Intake macro data retrieved from the data center Higher Education Directorate General, Ministry of National Education, Republic of Indonesia and to the micro scale case study made in AC University of Jakarta.

1.1. Background

Human resources development is the most important factor in educational institutions. Because almost of the improvement process for the quality of every institution led to the strength of human resources. In the implementation of institution capacity such as research, teaching and community service are all directly related to human resources in the education institutions. In accordance to that the Government giving attention on development of faculty members in the higher education institutions as regulated by the Indonesian Act No.20/2003 [3] about National Education System: Article 39 paragraph 2: Teachers are professionals in charge of planning and implementing the learning process, assessing learning outcomes, coaching and training, as well as conduct research and service to the community, especially for educators at the college. Due to the building capacity of higher education, the faculty members shall have high competencies as well as skills. As

regulated, the lecturers or faculty members shall obtain minimum qualification in conducting teaching and learning process in the higher education, it stated in the Act No. 20 of 2003 article 46: lecturers as in higher education should have a minimum qualification and certification in accordance with the level of teaching authority.

1.2. Faculty Development Is a Compulsory

In fulfilling the demands and the requirements of the companies and organizations both regionally and globally quality of the students shall be priority. Thus, the faculty members' capabilities shall well developed in preparing them for facing the market demands. In the study of Purba and Panday [4] the largest part of the colleges, the most important production factor is human capital, which consists of teaching staffs and executive staffs. Part directly in contact with the production in the form of graduates, researches, community service for social awareness and cooperation are lecturers. Lecturers are the human capital because the lecturers have knowledge, skills and attitude to be transformed to the students. Therefore, lecturers are the most valuable human capital for college in higher education. Lecturers make the learning process of students, imparting knowledge using the curriculum, syllabus and course unit, which in Indonesia must be in accordance with National Education Standards and other rules related to education. As stated by Purba [2] the role of the lecturers is a major factor in the process of teaching and learning in higher education. In the case of a faculty career development as professional educators and scientists in universities, the lecturers concerned must run the main elements three duties of higher education namely; teaching, research, and community services, it is set according to the Indonesian law for teachers and lecturers Act no. 14/2005 [5] which has been applied nationwide.

In the of report Higher Education (HE) Directorate General [6] with the increasing public participation in the higher education, higher education nationwide required to continuously improve the quality, capacity and professional services in the community. In answering the demands, the Government, through the Directorate General Higher Education, has worked to increase the capacity and quality of higher education services that already implemented through further education funding mechanism at the level of graduate of the lecturers at home and abroad. Although these scholarship programs have been underway long enough, it is still encountered some obstacles and limitations, among others, relating to the availability and field coverage for potential recipients. Of course the Higher Education Institutions in the nation shall have high-quality teaching system in the all field of knowledge for the sake of the country sovereignty which is characterized by more than half the program of study accredited with A (excellent) standard by National Accreditation Agency for HE and has international accreditation. The human resources shall be productive compared to the international standard. To achieve those according that report; the target Scholarship Program in 2012 is directed to prepare educators (prospective faculty members) and staffs who will be prepared to strengthen the quality of human resources of the nation's generations. The data on higher education in Indonesia in table 1; from data center of higher education year 2014 as described and tabulated by Panday [7]

Table-1. Total of lecturers/faculty members in their education

Type of Education	Number of Full time Lecturers	Number of Full time Lecturers
Doctor	20,029	723
Master	99,120	8,706
Bachelor	39,011	19,166
Diploma-4	2,655	1,306
Diploma-3	642	437
Diploma-2	4	2
Diploma-1	1	2
Specialist-1	2,053	293
Specialist-2	278	22
Professions	2,123	783
Total	165,916	31,436

The table 1 displays that there are 165.916 full time faculties/lecturers and there a number of 31.436 part-time faculties/lecturers. According to the assumption of Sukemi [8] Communication staff Indonesia HEs, total amount of students in the year 2013 will be in the number of 4.673.000. Comparing to the ratio of full-time lecturers (lecturer with functional position) over the students is 1: 67.3. Considering the regulation stated that the average provision ratio is 1:30, this condition seems insufficient, but in reality, the ratio in still far from the expectation. Even some institutions already meet the requirements.

2. REVIEW OF LITERATURE

As widely known higher education institutions have been proven as one of the key components in developing the national human resources and economic growth of each nation over the world. The quality of higher education brings innovations on many aspects and economic development. Coughlan [9] in the intensely competitive global environment, the economic fortunes of every country are increasingly determined by the quality of its national education and innovation systems. Each aspect of higher education's mission–teaching, research and engagement with the wider community– is central to economic development. Higher education's most direct contribution to enterprise development is through the provision of graduate labor from undergraduate and postgraduate programs, which results in substantial knowledge transfer from higher education to enterprise. Siddiqui [10] Faculty Development is any program or activity that has as its goals, enhancement of individual skills and abilities, clarification of values and development of increased faculty motivation. Gaff [11] proposed that training and retraining of faculty enhance the level of their performance and enable the faculty to cope with the challenges in teaching effectively and efficiently. The statement of Osunde and Omoruyi [12] Generally speaking, there are three main areas identified for faculty development. These include first, personal development including personnel counseling, personal awareness and renewal activities.

The second area focuses on professional development such as career counseling etc., while the third primarily involves instructional and course development, Braskamp [13]. Light [14] concluded in a climate in which faculty accountability is ever more dependent on research and scholarship, especially as rewarded by promotion and tenure, improvement in the quality of

teaching is an increasing concern. The development of high-quality teaching practice is critically important, especially for tenure-track faculty pressed by the demands of publication and research,; [15]; [16]. Faculty members at research intensive institutions often must negotiate conflicting expectations about teaching and research: the university may seem to publicly laud good teaching, but privately value good research more, especially in decisions of promotion and tenure [17]; [18]. Same as Light, the recent growth of centers for the improvement of teaching and learning has resulted in a wide range of different programs and initiatives for faculty development. This general effort has, for the most part been working in a theoretical void, with little robust research evidence to support much of that work.

The positive relationship between faculty development and student learning outcomes, which such programs have tacitly claimed, has rarely been meaningfully demonstrated, either theoretically and empirically. Steinert [19] concluded that research on the impact of faculty development activities has shown that overall satisfaction with programs is high and that participants recommend these activities to their colleagues. According to Gardiner Lion [20] High-quality faculty professional development for every teacher is an urgent need and will become essential to institutions' capacity to compete for students in the years ahead and to survive and thrive. We have a wide array of new knowledge about student learning and development, and we have research-based methods of fostering this learning and development.

In order to realize the role and function as Rustad [21] reported; as stated in Article 1 Section 14 and Article 12 Paragraph 1-3 of the above rules, the lecturer has a very strategic role. Therefore lecturers should have a minimum academic qualification and Professional Educator Certification in accordance with the level of authority to teach. This mandate also clearly stated in Article 46 paragraph 2 of Law No. 14 Year 2005 on Teachers and Lecturers, those teachers should have academic qualifications and competency in line with sustainable knowledge, technology, science development, and arts. For it made the minimum requirements: (a) graduate degree program for diploma or degree program; and (b) graduate program for doctoral graduate programs. In figure below, [22] explained; the quality of lecturers should be supported with sufficient income from his job as a lecturer, so it can work with both the teaching and learning activities will run well, also other three duties, thus creating quality education.

The flow of the faculty development in the higher education institution as described in the following figure;

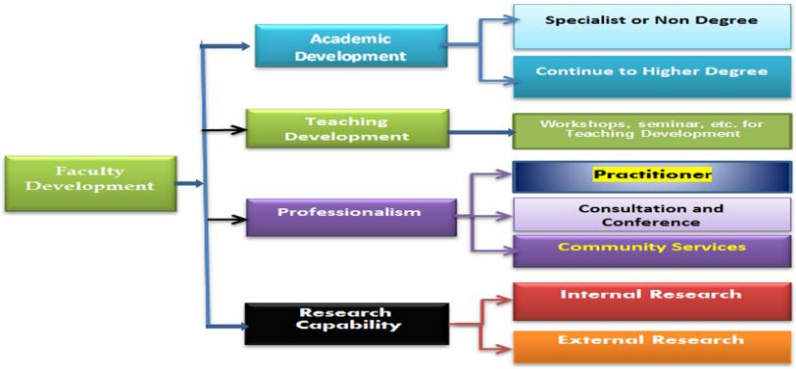

Figure-1. Faculty Development Mechanism (source Purba, John T. Disertation; Sneb 2014)

Faculty development characteristics of learners all demand that the professoriate give high priority to their own future professional development as high education learners. In the Directorate of HE Report [22] based on the Strategic Plan of the Ministry Education. The efforts to improve the qualification of faculties/lecturers are part of the pillar enhancement Education Quality and Competitiveness. Based on data PDPT 2013 there were 175 thousand permanent lecturers, 54 thousand still qualify S1, approximately 102 thousand qualified strata Master (S2), and about 17 thousand highly qualified PhD (S3). To meet the target of the Strategic Plan of the above, by the end of 2014, all teachers should have obtained a minimum qualification S2, required a systematic and sustained effort, especially in the provision of opportunities for further studies, including the provision of scholarships. Due to the Act no. 14/2005 about teachers and lecturers, stated that every lecturer shall develop academic qualifications and competence are sustainable in line with developments in science, technology, and art.

3. METHODOLOGY

The descriptive and quantitative analysis used in this study through macro data collecting in the Data center of Higher Education Department of Education and Culture, Republic Indonesia and also other resources selected ones. Questionnaires also distributed to the respondents in AC University Jakarta, then collected and analyzed through statistically method by using SPSS application. The populations of the faculty members are 227 people, but only 115 gave back to the researcher. This study was a qualitative study using a questionnaire to measure the competencies of lecturers of a college from AC University in Jakarta. The numbers of respondents are selected from 227 faculties randomly 115 faculties. Questionnaire using Likert Scale for measuring the competencies qualitatively based on lecturer perception about the competencies; which based on their experience as a lecturer. This measurement is like a quick way to be able to determine the level of lecturer competencies, so that by the results obtained can be made a strategic decision to increase the competencies of the faculties. The questionnaires consist of two parts, the first part about actual of their competencies and the second part is expected of competencies. Each competence described in the respective competencies variables as discussed below.

4. RESULTS AND DISCUSSION

In this section first of all described about variables: *Variables of teaching competencies*: Xa1, Design and development to the instructional system. Xa2, Faculty meetings preparation. Xa3, Classroom management. Xa4, Art of interaction development. Xa5, Test measurement and learning evaluation. Xa6.Mastery subject matter. Xa7. Mastering knowledge as subjects' resources. Xa8.

Teaching strategy and methods of teaching. Xa9. Creativity and personal expressions. Xa10. Time management. Xa11. Problem solving to subject matters. Xa12. Team teaching management. Xa13. Decision-making skills. Xa14. Computer literacy. Xa15. Module writing. Xa16. Text book/work book writing development. Xa17. Test construction.

Variables of research competencies: Xb1. Research design capability. Xb2. Research organizing. Xb3. Research capability. Xb4. Research interpretation and implementation to improve the quality of learning. Xb5. To criticize the research results. Xb6. Writing the scientific papers as

criteria. Xb7. Routine to read of journals and magazines related. Xb8. To obverse and compare the content of reading, books, journals and magazines. Xb9. Writing the articles on journals or magazines. Xb10. Play as a presenter of paper in the scientific sessions. Xb11. Play as moderator in the scientific seminar sessions. Xb12. Participation in organization of the scientific conference or workshop sessions.

Variables of social awareness/ community service competencies: Xc1. Plan to society education. Xc2. To conduct society education through seminar, counseling, publication, show, course and workshop. Xc3. As an active member in profession organization (HAKI). Xc4 Counselling in clean and green program. Xc5. Counseling to non-formal education for out of school youth. Xc6. Antidrug abuse campaign and drug rehabilitation programs. Xc7. Environment protection awareness. Xc8. Counseling in Hygiene and sanitation. Xc9. Counseling to disaster prevention and preparedness program. Xc10. Counseling to waste disposal management. Xc11. Family planning. Xc12 Counseling to Anti-child abuse. Xc13. Servicing to society. Xc14. Consultancy to society in AIDS awareness /safe sex. Xc15. Integrated district development, corporate to Local Government.

From the data collected, the researcher did the test for validity and reliability. This testing aims to demonstrate that the data obtained from the questionnaire whether have been trusted and reliable. He used Pearson Correlation to test the validity and reliability by quantified the Cronbach coefficients. The results of the test count, using SPSS, can be seen on the table- 4 to value the reality, and the table-5 to the expected value.

Table-2. V Reality and Reliability test for reality values.

Taching Learing		**Research**		**Social Awareness**	
	Pearson Correlation		**Pearson Correlation**		**Pearson Correlation**
XAR1	,592(**)	XBR1	,697(**)	XCR1	,665
XAR2	,675(**)	XBR2	,778(**)	XCR2	,638
XAR3	,741(**)	XBR3	,640(**)	XCR3	,671
XAR4	,782(**)	XBR4	,734(**)	XCR4	,734
XAR5	,693(**)	XBR5	,690(**)	XCR5	,561
XAR6	,781(**)	XBR6	,735(**)	XCR6	,745
XAR7	,775(**)	XBR7	,736(**)	XCR7	,743
XAR8	,780(**)	XBR8	,737(**)	XCR8	,773
XAR9	,843(**)	XBR9	,785(**)	XCR9	,781
XAR10	,790(**)	XBR10	,747(**)	XCR10	,825
XAR11	,824(**)	XBR11	,681(**)	XCR11	,786
XAR12	,580(**)	XBR12	,505(**)	XCR12	,775
XAR13	,801(**)			XCR13	,781
XAR14	,661(**)			XCR14	,821
XAR15	,670(**)			XCR15	,752
XAR16	,574(**)				
XAR17	,759(**)				
Alpha=	,9428	Alpha=	,9092	Alpha=	,9485

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).XAR,XBR,XCR are reality variable

Table-3. Validity and reability test for Expected values.

Teaching Learning		Research		Social Awareness	
	Pearson Correlation		Pearson Correlation		Pearson Correlation
XAK1	,497(**)	XBK1	,710(**)	XCK1	,747(**)
XAK2	,465(**)	XBK2	,552(**)	XCK2	,830(**)
XAK3	,625(**)	XBK3	,843(**)	XCK3	,774(**)
XAK4	,666(**)	XBK4	,788(**)	XCK4	,672(**)
XAK5	,633(**)	XBK5	,501(**)	XCK5	,827(**)
XAK6	,685(**)	XBK6	,775(**)	XCK6	,773(**)
XAK7	,790(**)	XBK7	,775(**)	XCK7	,891(**)
XAK8	,754(**)	XBK8	,874(**)	XCK8	,871(**)
XAK9	,681(**)	XBK9	,801(**)	XCK9	,899(**)
XAK10	,680(**)	XBK10	,800(**)	XCK10	,849(**)
XAK11	,809(**)	XBK11	,756(**)	XCK11	,826(**)
XAK12	,667(**)	XBK12	,753(**)	XCK12	,842(**)
XAK13	,823(**)			XCK13	,832(**)
XAK14	,798(**)			XCK14	,851(**)
XAK15	,758(**)			XCK15	,861(**)
XAK16	,580(**)				
XAK17	,764(**)				
Alpha	,9292	Alpha	,9256	Alpha	,9651

** correlation is significant at the 0.01 level (2-tailed)

* correlation is significant at the 0.05 level (2-tailed). XAK, XBK, XCK are expected variables

Table-4. Paired Samples Statistics for Teaching learning dimension.

		Mean	Std. Deviation		Mean	Std. Deviation	t-test	Sig. (2-tailed)
Pair1	XAR1	2,92	,742	XAK1	4,43	,798	-17,082	,000
Pair2	XAR2	3,29	,971	XAK2	4,62	,615	-13,287	,000
Pair3	XAR3	3,17	,847	XAK3	4,35	,714	-12,201	,000
Pair4	XAR4	3,02	,878	XAK4	4,50	,627	-15,804	,000
Pair5	XAR5	3,25	1,007	XAK5	4,47	,705	-12,152	,000
Pair6	XAR6	3,44	,929	XAK6	4,59	,674	-12,283	,000
Pair7	XAR7	3,45	,901	XAK7	4,65	,608	-12,960	,000
Pair8	XAR8	3,19	,857	XAK8	4,50	,654	-13,614	,000
Pair9	XAR9	3,10	,821	XAK9	4,40	,723	-13,434	,000
Pair10	XAR10	3,29	,866	XAK10	4,45	,786	-12,967	,000
Pair11	XAR11	3,20	,890	XAK11	4,46	,741	-12,852	,000
Pair12	XAR12	3,77	,976	XAK12	4,27	,831	-13,502	,000
Pair13	XAR13	3,03	,932	XAK13	4,30	,858	-10,937	,000
Pair14	XAR14	3,13	,951	XAK14	4,35	,838	-9,818	,000
Pair15	XAR15	2,97	,973	XAK15	4,38	,768	-11,254	,000
Pair16	XAR16	2,65	1,026	XAK16	4,36	,786	-13,219	,000
Pair17	XAR17	3,42	,943	XAK17	4,51	,792	-9,361	,000

Table-5. Paired Samples Statistics for Research dimension.

		Mean	Std. Deviation		Mean	Std. Deviation	t-test	Sig. (2-tailed)
Pair1	XBR1	2,52	,911	XBK1	4,31	,730	-18,802	,000
Pair2	XBR 2	2,47	,882	XBK 2	4,28	,756	-17,772	,000
Pair3	XBR 3	2,68	,812	XBK 3	4,31	,831	-17,040	,000
Pair4	XBR 4	2,57	,818	XBK 4	4,17	,837	-16,347	,000
Pair5	XBR 5	2,56	,840	XBK 5	4,09	,913	-13,038	,000
Pair6	XBR 6	2,84	,914	XBK 6	4,42	,772	-15,117	,000
Pair7	XBR 7	2,98	,816	XBK 7	4,43	,839	-13,554	,000
Pair8	XBR 8	2,73	,845	XBK 8	4,25	,871	-15,153	,000
Pair9	XBR 9	2,67	,915	XBK 9	4,34	,826	-14,773	,000
Pair10	XBR10	2,47	,841	XBK 10	4,29	,735	-18,453	,000
Pair11	XBR11	2,66	,736	XBK 11	3,97	,778	-13,683	,000
Pair12	XBR12	3,01	,913	XBK 12	3,91	,923	-8,5345	,000

Table-6. Paired Samples Statistics for Social awareness dimension

		Mean	Std. Deviation		Mean	Std. Deviation	t-test	Sig. (2-tailed)
Pair1	XCR1	2,23	,787	XCK1	4,05	,804	-18,032	,000
Pair2	XCR2	2,52	,838	XCK2	3,97	,843	-15,213	,000
Pair3	XCR3	2,64	,926	XCK3	3,79	,901	-12,545	,000
Pair4	XCR4	2,17	,891	XCK4	3,00	1,298	-7,710	,000
Pair5	XCR5	2,29	1,028	XCK5	3,66	,994	-12,576	,000
Pair6	XCR6	2,47	1,111	XCK6	4,05	1,016	-13,982	,000
Pair7	XCR7	2,43	,975	XCK7	3,88	1,069	-12,516	,000
Pair8	XCR8	2,40	,981	XCK8	3,65	,918	-11,138	,000
Pair9	XCR9	2,09	,884	XCK9	3,52	1,029	-13,142	,000
Pair10	XCR10	2,10	,945	XCK10	3,52	1,001	-12,767	,000
Pair11	XCR11	2,43	1,140	XCK11	3,39	1,057	-9,040	,000
Pair12	XCR12	2,31	1,063	XCK 12	3,58	,955	-9,922	,000
Pair13	XCR13	2,68	,978	XCK13	3,76	,914	-9,574	,000
Pair14	XCR14	2,48	,958	XCK14	3,75	,963	-11,000	,000
Pair15	XCR15	2,39	,997	XCK15	3,57	1,140	-9,595	,000

As displayed in the table-6, the expected value of social awareness competencies is greater than the actual competencies value of social awareness. After a pair of samples T-test, resulting that the expected value of social awareness competencies and the actual value of social awareness competencies have significant differences, that is indicated by the significant value less than 0, 05.

4.1. Building HEIs Capacity through Strategic Faculty Development

Based on above calculated results, the reality all the mean values still cannot fulfill the expected competencies as respondents' perspectives. For that, the top management shall have strategies planning for developing those competencies in regarding with improvement the competencies. The variables of quality of teaching and community services are things that cannot be separated from the research activities of every lecturer in the HEIs. Concerning to the teaching quality that conducted by every faculty/lecturer in the classroom derived from the results of research that has been done and published by the lecturer/faculty member. Thus, to improve the quality of research of faculty/lecturer will directly or automatically have consequence to the quality of teaching the students in class. Likewise, the community service as tangible evidence of three duties. The strategic goal is a kind of measurable targets that become as the reference indicator achievement of strategic planning that has been set up before. The strategic goal is based on the Vision, Mission, of HEIs and challenges of the current environment and future as well as on the basis of the available resources and infrastructure HEIs. In this paper there are three proposed strategies that can be implemented systematically and gradually.

A. Growth Strategy

a. Improving the quality and quantity of lecturers and students as appropriated government and regulations. b. Making improvements to the quality and quantity of researches every lecturer. c. Conducting the development of the learning system, curriculum and quality of academic rules. d. Increase the number of co-operation with institutions, companies and communities to increase the

number m of community service. e. Cooperation and collaboration system internationalization of education.

B. Quality Improvement Strategy

a. Encourage increasing in the number of lecturers to take the master and doctor degree program (S3). b. Encourage an increasing number of multi-disciplinary research activities are guided by a doctorate qualified lecturers and senior master. c. Developing Human Resources gradually and continuously.

C. Governance Strategy

a. Perform a variety of diversified sources of funding. b. Formed a partnership to increase the strength of internal agency. c. Enlisting the cooperation of the industry in terms of labor supply. d. Finding sources of funding for student scholarships and faculty. e. Optimize the facility together with industry and universities abroad.

D. Community Services

a. Helping the community through clean and green programs, seminars, apprenticeship.

b. Conducting the non-formal education, anti-drug abuse campaign, drug rehabilitation program, environment protection. c. Building and helping the community through the programs to conduct counseling in hygiene and sanitation awareness, disaster prevention, waste disposal management, and others related. d. And other as proven and agreed programs related for community services.

5. CONCLUSION

Faculty development becomes the strategic expected programs to pursue the shortage of human resources in which necessary for the sustainable development of the country. Thus the competence and professionalism of the faculty members who can guarantee the realization of the achievement of the quality and competitiveness of education to hold higher capacity. The faculty members/lecturers shall have a solid foundation of capability to lead a world class research university. Having the good faculty development, can produce publication of researches in the recognized and reputable international journals, e-books and other reputable academe publishing in the world.

As known that faculty development is an essential element of institutional effectiveness in higher education, so supports from Higher Education Institutions (HEIs) management for faculty development must be strongly support for the sake of students' engagement and motivation, and thus ultimately, student learning. Faculties/lecturers who engage professional development experiences benefit also in terms of increased vitality, informed pedagogy, teaching innovations, and scholarly teaching. Moreover, professional faculty contributes in building higher education institutions capacity and establishes a firm foundation for the overall development of high-quality institutions.

REFERENCES

[1] J. Bersin, "Global human capital trends 2014 engaging the 21st-century workforce," A Report by Deloitte Consulting LLP and Bersin by Deloitte2014.

[2] J. T. Purba, "Strategi pengembangan dosen untuk menghadapi masyarakat ekonomi Asia tenggara: Studi kasus," in *Proceedings*, 2014.

[3] Sistem Pendidikan Nasional, "Undang-undang republik Indonesia nomor 20 tahun 2003 tentang, Sistem Pendidikan Nasional." Available http://www.hukumonline.com/pusatdata/detail/13662/nprt/538/uu-no-20-tahun-2003-sistem-pendidikan-nasional, 2003.

[4] C. B. Purba and R. Panday, "Measurement of human capital performance In higher education as a supporting operation management: A case study," *Journal Snapshot of Content Business in Today's ICT Industry SCBTI*, vol. 1, pp. 104-117, 2014.

[5] G. Undang-Undang and Dosen, "Undang-undang republik Indonesia nomor 14 tahun 2005 tentang Guru dan Dosen. " Available http:// www.hukumonline.com/.../nprt/.../uu-no-14-tahun-2005-guru-dan-dosen, 2005.

[6] J. Santoso, "Panduan program beasiswa unggulan untuk calon pendidik dan tenaga kependidikan. Dittendik Dit. Jend. Dikti Kemendikas." Available http://beasiswa.dikti.go.id/bppdn/files/panduan/tendik.pdf, 2012.

[7] R. Panday, "Higher education quality improvement strategy for competitiveness strengthening in facing Asean economic community: A case study," in *Proceedings. 1-2 September*, 2014.

[8] Sukemi, "Tahun Depan Jumlah Mahasiswa harus naik 400 ribu target APK dikti kemendikbud." Available http://www.jpnn.com/read, 2012.

[9] M. Coughlan, "National strategy for higher education to 2030," Report of the Strategy Group. Published by the Department of Education and Skills, Ireland2011.

[10] S. Z. Siddiqui, "Faculty development: A step towards quality and excellence," *Journal of Quality and Technology Management*, vol. 5, pp. 17-26, 2009.

[11] J. Gaff, *Toward faculty renewal: Advances in faculty instructional and organizational development*. San Francisco, CA: Jossey - Bass Inc, 1975.

[12] A. Osunde and F. Omoruyi, "An evaluation of the national teachers institute's manpower training program for teaching personnel in Mid-Western Nigeria," *International Education Journal*, vol. 5, pp. 405 – 409, 2004.

[13] L. Braskamp, "The role of evaluation in faculty development," *Studies in Higher Education*, vol. 5, pp. 45 -54, 1980.

[14] G. Light, "Assessing the impact of a year-long faculty development program on faculty approaches to teaching," *International Journal of Teaching and Learning in Higher Education*, vol. 20, pp. 168-181, 2009.

[15] J. S. Fairweather and Jossey-Bass, "The mythologies of faculty productivity: Implications for institutional policy and decision making," *Journal of Higher Education*, vol. 73, pp. 26-48, 2002.

[16] M. B. Wolverton, "Treading the tenure-track tightrope: Finding balance between research excellence and quality teaching," *Innovative Higher Education*, vol. 23, pp. 61-79, 1998.

[17] D. W. R. Leslie, "esolving the dispute: Teaching is academe's core value," *Journal of Higher Education,* vol. 73, pp. 49-73, 2002.

[18] M. Wright, "Always at odds? Congruence in faculty beliefs about teaching at a research university," *Journal of Higher Education,* vol. 76, pp. 331-353, 2005.

[19] Y. Steinert, *Faculty development for postgraduate education – the road ahead*: Copyright by The Association of Faculties of Medicine of Canada; The College of Family Physicians of Canada; Le Collège des médecins du Québec; and, The Royal College of Physicians and Surgeons of Canada, 2011.

[20] F. Gardiner Lion, "Faculty development in higher education." Available http://www.thenationalacademy.org/readings/facdev.html, 2011.

[21] S. Rustad, "Pedoman penyelengaraan program SAME scheme for academic mobility and exchange. Dittendik, Dit. Jend. Dikti Kemendiknas RI." Available http://www.nesoindonesia.or.id/files-and-image/files/PanduanBPPLNver2201402031148.pdf, 2013.

[22] J. T. Purba, "Proposed strategic plan for faculty development atmajaya catholic university Jakarta, Indonesia," The Doctoral Dissertation, De La Salle University Systems, Taft Avanue, Manila, Philippines, 2002.