



## LECTURER PROFESSIONALISM IN THE LEARNING PROCESS

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### Abstract

*Lecturers are one of the human components in the learning process that play a very important role in the formation of potential human resources in the field of development. The role of lecturers in the learning process is felt to have a very large influence on changes in student behavior. The purpose of this study was to determine the professionalism of lecturers in the learning process, to determine the increase in the professionalism of lecturers in the learning process, and to determine what factors influence efforts to increase the professionalism of lecturers in the learning process. The method used is the Induction Method and the Deduction Method, while analyzing the data using techniques that are following the data, namely descriptive data. Lecturer's professional ability in making teaching preparations is in a good category. This is indicated by the lecturers having made teaching preparations with the correct procedure, namely by making teaching preparations referring to the applied curriculum, each sub-chapter discussion. Efforts made by lecturers to improve their professionalism are carried out by reading books, increasing education levels, holding regular meetings with fellow lecturers in the field of study, and conducting self-assessments*

**Keywords:** Professionalism, Learning

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## INTRODUCTION

In this era of development and a developing country like Indonesia, lecturers have an important role in serving to improve the nation's intelligence, including guidance for future generations, the progress of a nation is determined by an educator. Therefore, a lecturer has a direct obligation to supervise and assist the learning process for students.

In connection with their duties in monitoring or developing learning, lecturers can be called the spearhead of successful renewal, supporting values in society, creating good learning conditions, and ensuring the success of lecturers must improve their competencies, namely personal competence, social competence, competence professional. Personal competence is a task against oneself while social competence is related to living with humans to be able to get along with fellow humans, it is required the ability to interact and fulfill various requirements, including mutual help, mutual respect, mutual tolerance, and willingness to defend together. Professional competence Lecturer is someone who is in charge of or equating knowledge, skills to students who aim to develop all personal aspects.

The three competencies mentioned above are very clear, greatly affect the learning process, but the most basic and must be possessed by lecturers is professional competence. (1989:126).

Lecturers are one of the human components in the learning process that play a very important role in the formation of potential human resources in the field of development. Therefore Lecturer is one element in the field of development.

The role of lecturers in the learning process is felt to have a very large influence on changes in student behavior. To be able to change behavior as expected, a professional lecturer is needed, namely, the lecturer uses educational components so that the educational process can run well.

From the work above, it can be seen that the professionalism of lecturers is very important in carrying out the learning process and in achieving educational goals. This professionalism is felt to be very important along with the development of science and technology. Based on the description above, in this study, the authors take the title as "lecturer professionalism in the learning process". Where it gives a little picture of efforts to improve the professionalism of lecturers, then this research aims to: 1) to determine the professionalism of lecturers in the learning process, 2) to determine the increase in the professionalism of lecturers in the learning process, 3) to find out what factors influence efforts to increase the professionalism of lecturers in the learning process.

#### **Lecturer Professionalism**

In terms of language (etymology), the term professionalism comes from the English profession which means position, work, livelihood, who has expertise (Wojowasito, 1982:162). In addition, Drs. Petersalim in the contemporary language dictionary defines the word profession as a field of work based on certain skill education (Salim, 1991:92). So, Lecturer Professionalism has an understanding of a trait that must exist in a Lecturer in carrying out his work so that the Lecturer can carry out his work with full responsibility and can develop his expertise without interfering with the Lecturer's main duties.

#### **Lecturer's Professional Ability**

Ability, expertise or often referred to as Lecturer's professional competence as stated by Piet A. Sahartian and Ida Aleida are lecturers' professional competencies, namely academic mastery abilities and integrated with their teaching abilities at the same time so that lecturers have academic authority (Piet A. Sahertian, 1990: 32).

Professional competence in question is the ability of lecturers to master academic problems that are closely related to the implementation of the learning process so that this competence is owned by lecturers in carrying out their duties as educators and lecturers. Experts and education experts argue that the competence of lecturers is one of the main requirements in carrying out the duties of lecturers at any level.

From these competencies, if studied in-depth, it only covers two main competency areas for Lecturers, namely cognitive competence and behavioral competence. For the analysis of lecturers as teachers and serving the community, the abilities of lecturers or lecturer competencies that have a lot to do with efforts to improve learning processes and outcomes can be classified into four abilities, namely: 1) planning learning programs, 2) implementing and leading or managing the learning process, 3 ) assessing the progress of the learning process, 4) mastering the subject matter, namely the field of study or subjects he holds (Piet A. Sahertian, 1990:20).

#### **Learning process**

In the world of education, we know the term Learning Process which contains the main variables in the form of Lecturer activities in teaching and community service. The learning process is a process that results in some relatively permanent changes in a person's behavior. By the educational goals stated

by Bloom, the nature of the changes that occur in each aspect depends on the level of depth of learning experience.

#### Characteristics and Interaction Patterns of the Learning Process

In the teaching process which is often also called the teaching procedure, the lecturer carries out activities or actions that aim to lead towards the goal, and carry out the activities provided by the lecturer. So that what the lecturer will do will get a response from the students, and what the students will do will get a response from the lecturer. All of these activities must at least contain clear objectives, material that is the content of the interaction, students who are actively experiencing, lecturers who carry out, certain methods to achieve goals, situations that allow the interaction process to occur, assessment of the results of the interaction (W. Surakhmad, 1980:16).

From the components above, without reducing the importance of other components, the Lecturer component is the most decisive in the learning process. For this reason, it is very important to pay attention to the qualifications of lecturers to achieve educational goals with student learning achievement as one of the indicators.

#### Several Factors Affecting the Learning Process

For the changes in students as a result of a learning process to reach the expected goals, it is necessary to pay attention to what factors affect the learning process. These factors include, students are the raw material and who must be given direction in the learning process, the learning process itself is an attempt to influence students. In the learning process, some factors are deliberately planned and manipulated to support the achievement of the desired output.

#### Functions of Objectives in the Learning Process

As it is known that learning is a purposeful activity, with the understanding of activities that are bound by goals, directed at goals, and carried out to achieve goals. Thus formulating the goals to be achieved is the most important aspect that must be considered by lecturers in teaching.

The level of achievement of teaching goals is essentially a practical guide to how far the learning process must be taken to achieve the final goal. This is generally true both in family education and in community social education, organizations, and educational institutions. In this case, an effective and efficient way of working is needed, so that all goals can be achieved. One way that has been realized in the form of organization and its arrangements that are fundamental and systematic is in the form of an assessment or evaluation system. This evaluation is used to achieve the goals of both students and lecturers. With other knowledge that evaluation has a diagnostic meaning, namely finding and determining the causes of failure to make changes and improvements so that it does not merely determine pass or fail.

#### Efforts to Improve Lecturer Professionalism in the Learning Process

##### 1. Efforts to Improve Lecturer Professionalism

In this discussion, the author will present the various efforts made by lecturers and institutional leaders to improve the professionalism of lecturers in the context of carrying out the learning process,

including: learning through reading, making scientific works, continuing education. continuing education because of learning assignments, continuing education because of the lecturer's awareness

## 2. Self-evaluation (self-evaluation)

Self-evaluation is an assessment made by a lecturer on himself. With self-assessment, a lecturer will be brought to self-monitoring as well, and this will also lead to self-discipline. This situation is marked by criticism and suggestions addressed to the lecturer, but the lecturer will always welcome any criticism that comes from others and listen to his/her input.

## 3. The Role of Higher Education Leaders

Very many and very heavy university leaders. He is fully responsible for the successful implementation of education and teaching. The overall duties and responsibilities can be classified into two areas, namely, tasks in the field of administration and the field of supervision.

### Factors Affecting Efforts to Improve Lecturer Professionalism in the Learning Process

The learning process is the core of the overall educational process with the Lecturer as the main role holder. A lecturer is a position or profession that requires special skills as a lecturer. This work cannot be done by just anyone without having special skills as a Lecturer. Even people who are good at talking can't be called lecturers. A lecturer who is truly aware of his duties and responsibilities and obligations in the learning process, of course, will always introspect himself, always trying to move forward to be able to complete his duties, namely teaching, research, and community service. For this reason, lecturers are required to always try to improve the quality of their abilities by increasing knowledge, enriching experience, increasing reading books, attending seminars, workshops, and others.

## METHOD

The discussion in this study uses several methods, namely 1) Induction Method □ a discussion by way of describing specific things than concluding in general or in other words discussing things that are specific to a conclusion. 2) Deduction Method □ a way of thinking that departs from a general event, then draws a specific conclusion (W. Surakhmad, 1980:45).

In a study, determining the population and sample is a must with certain requirements that must be met. Suharsimi Arikunto said that "if someone wants to examine all the elements in the research area, then the research is population research" (Arikunto, 2018:102). From this opinion, it can be understood that the population is the totality that is the target of research that has certain characteristics and can be identified. Meanwhile, the sample as proposed by Ine Wirman Yousa and Zainal Arifin is part of a sample of the population. The population of this research is the lecturers and leaders of universities in the city of Medan.

To collect the necessary data, it is necessary to have data collection techniques so that the evidence and facts obtained are objectives, valid and there are no deviations from the actual situation. This research data collection, using techniques or methods of observation, interviews, questionnaires, and documentation methods.

In analyzing the data that the authors obtained from the results of observations, interviews, questionnaires, and documentation, the authors used qualitative descriptive analysis and quantitative descriptive analysis. After the data is collected, the next step is testing and data analysis.

In analyzing this data using techniques that are following the data, namely descriptive data. As for what is meant by descriptive, according to Winarno Herakunto, is to determine and think about the existing data. For example, about the situation experienced, a relationship, activity, view, attitude that appears, or about a process that is taking place, caregivers who are working, conflicts that are emerging, trends that appear, sharpened contradictions, and so on (Herakunto, 2000: 39).

While the data is in the form of numbers from the results of the questionnaire, the authors use quantitative descriptive analysis with the formula:

$$F = \frac{P}{N}$$

Information:

P = Percentage sought

F = Frequency being searched

N = Total number of respondents

## **RESULTS AND DISCUSSION**

### **1. Professionalism Skills mastered by Lecturer**

The main task of a Lecturer as a professional is to carry out tasks in the learning process, namely by interacting directly with students when learning in higher education, to find out the task Lecturers must have basic abilities or competencies which are prerequisites for a Lecturer to support the steps of the learning process so that it can be done well.

Based on the results of the study, it is known that about 96.8% of lecturers in one of the universities in Medan City have mastered teaching materials in each learning process. From these results, it can be said that the level of mastery of the Lecturer's material before the learning process is in a good category. Mastery of this teaching material is very important because before a lecturer teaches, mastery of this material is carried out by a lecturer.

The results also show that there are around 87.5% of lecturers who can manage the learning process well. This can be categorized as good because only less than a quarter of a percent have not been able to manage the teaching and learning process and need guidance to manage the learning process.

In the use of learning media, on average 90.6% of lecturers have used learning media, while the rest have not or have not used media in learning. From this data, it can be said that the use of media is very good. This is because not all training subjects require media in the learning process. Then it is also known that the ability of lecturers in managing the class has reached about 78% of those who have been able to manage the class well. This criterion means good, just hold training for those who have not been able to master the class.

In carrying out the administration of lecturers, almost most of the lecturers have implemented it well. This can be seen from the results of the study which stated that around 46.8% of lecturers had carried out the administration well, while the 50% had not carried out the administration, which meant that it was in the poor category. This needs to be followed up with the training and knowledge of lecturers on administrative implementation. Because the implementation of higher education administration is not only the responsibility of structural employees but also the responsibility of every individual within the university environment, including lecturers and students.

Furthermore, lecturers in carrying out learning activities must be able to prepare themselves by planning activities well as well. Good teaching planning and preparation will determine the steps of the learning process on campus. The pattern of making teaching preparations for each lecturer is different. Some make each subject, sub-subject, and sub-field of study. Indeed, the most ideal and best is making preparations for teaching each subject so that the lecturer can explain each subject in detail and a planned manner according to the time of each sub-discussion, but from the data above it can be said that the preparation of the lesson plan has been good.

In the learning process, the use of teaching methods is very important to achieve learning objectives. Therefore, lecturers in the learning process must use teaching methods so that students can accept what is conveyed by the lecturer. The results showed that around 96.8 Lecturers always use teaching methods, and only about 3.2% sometimes use teaching methods. Although basically everyone who wants to convey ideas to others, in this case, the lecturer conveys ideas to students must use certain methods so that his ideas can be conveyed properly.

Teaching methods in the learning process vary depending on the creativity of the lecturer, facilities, media, and what is conveyed greatly affect the success of the lecturer in delivering the material to his students. The methods used are based on research results, including Lectures, Questions and Answers, Assignments, Discussions, Demonstrations, Exercises, and Problem-solving.

This shows that the creativity of Lecturers in the use of teaching methods has developed very well, this is evidenced by the various methods used in delivering the material, not just the lecture method. This teaching method has to be adapted to the material presented so that one material can be used by several methods to deliver it. To further improve the quality of good learning, universities must provide the required media. The state and availability of media tools. The results showed that about 46.8% were complete, while about 46.8% were incomplete, and only about 6.4% were incomplete. This situation shows that the media tools they have are quite complete, they just need to be improved.

Evaluation in the learning process is an integral part or cannot be separated in the learning process which serves as a measuring tool for student success in the learning process. The implementation of self-evaluation of data is carried out before, during, after learning, or for a certain period time such as every three months and every six months. The evaluations conducted by the lecturers showed that they had carried out the evaluation correctly and maximally, as evidenced by the results of the study, around 96.8% carried out evaluations before and after the lesson began, and only about 3.3% carried out

evaluations before the lesson. Meanwhile, zero percent have never conducted an evaluation, which means that all lecturers have carried out the evaluation well.

## 2. Efforts to Improve Lecturer Professionalism in the Learning Process

Lecturer professionalism is the main problem that must be owned by a lecturer because it is very closely related to learning activities and learning success. Meanwhile, efforts to increase the professionalism of lecturers can be carried out by the leadership of higher education institutions or by the lecturers themselves.

The efforts of higher education leaders based on research results show that about 81.3% there are efforts to increase Lecturer knowledge by higher education leaders, about 15.6% sometimes there are efforts to increase Lecturer knowledge and around 3.1% there has never been an effort to increase Lecturer knowledge. Lecturer knowledge. From this fact, it can be concluded that the leadership of higher education institutions has tried to improve the knowledge of lecturers well, it is only necessary to increase these efforts by increasing training and other efforts.

Efforts made by higher education leaders to increase Lecturer knowledge can be done in various ways, including through Lecturer meetings, Lecturer upgrading, and provision of infrastructure such as efforts to increase Lecturer knowledge in the form of Lecturer meetings, upgrading, and provision of good facilities. This shows that the efforts of higher education leaders in increasing the knowledge of lecturers' professionalism have been good and carried out in various ways, it's just a matter of how the lecturers' efforts themselves can show the results of the efforts made by the leadership or not.

Furthermore, the leadership's efforts to improve the professionalism of Lecturers are by supervising or enforcing discipline against Lecturers. Data on leadership supervision of Lecturers can be shown from the results of the study that about 43.75% admit that there is supervision carried out by the leadership, while about 56.25% admit that there is such supervision, although sometimes, and none of the Lecturers stated that the leadership does not have supervised the Lecturer. Looking at the data, it can be said that the supervisory duties of lecturers have been carried out well by the university leadership.

As a supervisor, the head of the college or university should always hold regular meetings to find out the results of the work that has been done by the lecturers. To find out these routine meetings, it can be seen from the results of the study showing that about 56.2% held regular meetings once a month, and about 21.8% as needed, 31.3% never had regular meetings, and 28.2% answered regular meetings. twice a month.

Lecturer discipline in carrying out tasks is very important because this will greatly affect the success of the task and the achievement of learning objectives, to find out the data, it can be seen that 93.7% always apply work discipline, while 6.3% sometimes apply discipline. Meanwhile, there are no lecturers who have never applied discipline in carrying out their duties. From the data, it is analyzed that the discipline of the lecturers is good, but it still requires an increase in the discipline of the lecturers

by the university leadership so that all lecturers and even employees can carry out discipline with their awareness.

#### Factors Affecting Efforts to Improve Lecturer Professionalism

The achievement of educational goals is determined by the effective and efficient implementation of teaching as one aspect of education that must be pursued to achieve optimal educational goals. The achievement of educational goals is largely determined by whether or not the planning is good and whether or not the implementers are good, so with the presence of professional lecturers, it is hoped that education will run smoothly as programmed.

Judging from their work experience, most of the lecturers have had a long working period. With this sufficient working period, they certainly have and have the opportunity to develop their professionalism, so that they can carry out teaching tasks more steadily, and make it easier to improve the professional competence they already have.

Furthermore, the educational background of the Lecturer will also affect the Lecturer's professionalism. From the data obtained that 59.4% of their educational background is following what they teach, then 37.5% is following what they teach, and only 3.1% of their education is not under what they teach.

It can be said that the level of conformity of the education they take with the courses they teach is quite good, although there are some lecturers whose education is not following the subjects being taught. But with the period of work, experience, and training they have gained during teaching, it is hoped that the lecturer will be able to convey the material properly and correctly.

### CONCLUSION

From the data analysis, it can be concluded that the professionalism of lecturers in mastering the material, managing learning programs, managing classes, using the media, mastering educational foundations, managing learning interactions, assessing learning achievement, recognizing the function of guidance, recognizing and administering higher education administrations is quite good.

Lecturer's professional ability in making teaching preparations is in a good category. This is indicated by the lecturers having made teaching preparations with the correct procedure, namely by making teaching preparations referring to the applied curriculum, each sub-chapter discussion.

Lecturers are also able to use learning media by their function in conveying material, as well as conducting evaluations in each learning process properly. Efforts to increase the professionalism of lecturers are carried out by the leadership of the higher education institution and the lecturers themselves. Efforts have been made by the leadership, among others, by holding meetings, upgrading Lecturer Guardians, and holding discipline for each Lecturer and employee.

The efforts made by lecturers to improve their professionalism are carried out by reading books, increasing education levels, holding regular meetings with fellow lecturers in the field of study, and conducting self-assessments.

Things that affect efforts to increase the professionalism of lecturers include the level of education, the suitability of the lecturer's education with the material being taught, and the length of experience of the lecturer.

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