

Bridging the Gap: Improving Lecturer Adherence to the Tri Dharma of Higher Education through Performance Monitoring

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Abstract:

This research is motivated by the researcher's interest in the university monitoring system through lecturer performance in improving the quality and reputation of universities in Indonesia. Although the Tri Dharma of Higher Education is an obligation that every lecturer must carry out, there are differences in its implementation in various universities. This study examines the implementation of the Tri Dharma of Higher Education by lecturers and its impact through an independent comparative survey in State Religious Universities and State General Universities with similar geographical, cultural, and social conditions. The approach used in this study is quantitative, with a comparative method to test the differences in the implementation of Tri Dharma in several universities. Data were collected through a validated questionnaire and then analyzed using the Kruskal-Wallis, Mann-Whitney, and Spearman rank correlation tests. The study's results showed no significant differences in the implementation of education and teaching. However, there were differences in the implementation of research and community service among the universities studied. Its impact on the SINTA score shows that the implementation of research has a strong correlation. In contrast, the implementation of community service does not significantly impact the score. This study provides important implications regarding the need for universities to improve the quality of research and community service to impact their academic reputation positively.

Keywords: Lecturer Performance, Tri Dharma, Academic Reputation

Abstrak:

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti terhadap sistem pemantauan perguruan tinggi melalui kinerja dosen dalam meningkatkan kualitas dan reputasi perguruan tinggi di Indonesia. Meskipun Tri Dharma Perguruan Tinggi merupakan kewajiban yang harus dilaksanakan oleh setiap dosen, terdapat perbedaan dalam implementasinya di berbagai jenis perguruan tinggi. Penelitian ini bertujuan untuk mengkaji implementasi Tri Dharma Perguruan Tinggi oleh dosen dan dampaknya melalui survei komparatif independen di Perguruan Tinggi Keagamaan Negeri dan Perguruan Tinggi Umum Negeri yang memiliki kondisi geografis, budaya, dan sosial yang serupa. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif dengan

metode komparatif untuk menguji perbedaan implementasi Tri Dharma di beberapa perguruan tinggi. Data dikumpulkan melalui kuesioner yang telah divalidasi dan kemudian dianalisis menggunakan uji Kruskal-Wallis, Mann-Whitney, dan korelasi peringkat Spearman. Hasil penelitian menunjukkan bahwa tidak ada perbedaan signifikan dalam implementasi pendidikan dan pengajaran, namun terdapat perbedaan dalam implementasi penelitian dan pengabdian di antara perguruan tinggi yang diteliti. Dampaknya terhadap skor SINTA menunjukkan bahwa implementasi penelitian memiliki korelasi yang kuat, sementara implementasi pengabdian tidak menunjukkan dampak signifikan pada skor tersebut. Penelitian ini memberikan implikasi penting mengenai perlunya perguruan tinggi untuk meningkatkan kualitas penelitian dan pengabdian agar dapat berdampak positif terhadap peningkatan reputasi akademik mereka.

Kata Kunci: Kinerja Dosen, Tri Dharma, Reputasi Akademik

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INTRODUCTION

Globalization has influenced various sectors, including higher education institutions (Tight, 2021; Hashim et al., 2022). The influence is linked to efforts to improve the quality of inter-colleges in their existence in society and today's global rankings (Qi, 2022; Veerasamy & Durst, 2023). One of the determining factors of the quality of education in higher education is the implementation of the Tri Dharma of Higher Education by lecturers (Krymets et al., 2022; Mrzygłocka-Chojnacka & Ryńca, 2023). The main task of lecturers includes the implementation of the Tri Dharma in General Higher Education (PTU) and Religious Higher Education (PTK). Thus, the reputation of a lecturer is not only measured by their teaching activities but also through the scientific work they produce, including from research and community service programs they have run (Ngoc & Tien, 2023; Smith & Gillespie, 2023). As educators in college institutions, teachers will carry out the task of "tridharma" in education, that is, to manage the human resources, particularly students, to compete. Then, the wisdom related to the development of the teachers needs to be continuously implemented in the triderma of college (Nurhadi et al., 2023). This can be seen from the dictionary, the official information media for higher education, particularly in implementing the university tridarma carried out by the lecturer and its Impact. The evolution of the ranking and accreditation system of colleges has influenced the sector of higher education institutions in the world, particularly in measuring and targeting the performance of related institutions (Cossani et al., 2022; Fernandes & Singh, 2022). Thus, it is understandable that every college must continue synergizing to maintain its local, national, or global bonds.

In the Madura region, the first Centa occupied by the University of Trunojoyo Madura with a score of 59,182 total lecturers 568 people, Poltera ranked fourth with a sintia score of 5,757 number of lecturers 74, and IAIN Madura ranked fifth with the score of 5.010 total lecturer 217 (Kebudayaan, 2022). If seen from the number of lecturers the UTM has the most significant number, and the second is IAIN Madura. Before transferring the sintia application version 3 at the time of

sinta version 2, IAIN ranked Madura number two after UTM. It became interesting to investigate, and I immediately took action.

The lecturer must carry out the trauma of higher education. Its implementation in each college is sometimes different. The policy is also different, especially when different units of work are from different ministries (Toshkov et al., 2022). Policy can be understood as guidelines and limitations that are widely communicated to provide direction in actions to be implemented, as well as establishing norms that need to be adhered to by policy implementers. This is crucial in management, especially in the decision-making process related to plans that have been prepared and agreed upon.

The faculty will always carry out the duties of the university, irrespective of the existing policy. Implementation will impact individuals and institutions (Purwanti, 2021). Personally, the lecturer will constantly develop his career and his career. It is seen from the college's implementation of the tridarma (Maghfirah et al., 2023). Institutionally, the quality of the college is always seen from its teachers' triderma and will determine the high quality of its college. One of the indicators is college graduation.

A college monitoring system on the performance of the lecturers has also been done, among them remi applications from ministries such as sintaristekdikti and PDPT (College Database, symlitabmas, litabdimas, surf PAK, SIPAK Kemenag, sister, and other systems). It was meant as an open effort to the public and the public on higher education services. Some systems, such as Sinta Ristekdikti and PDPT, are openly accessible to the community and show campus identity.

Previous research in this study is a study entitled Impact of Community Service on University Performance and Efficiency written by Mery Citra Sondari in the Journal of Science and Technology Policy Management (Sondari et al., 2024). The difference lies in the points discussed in this study, which only cover one of the three "tridharma", namely devotion. At the same time, our research covers three aspects of the "tridharma". So, this is a novelty in this study. So, this study has two objectives: determining the implementation of the tri dharma of PT for lecturers and its Impact.

Based on this, it is interesting to study the implementation of the Tridarma College for teachers and its Impact, in particular, through independent comparative surveys of each college between the PTK and the PTU of the State in Madura with the same geographical, cultural, and social conditions.

RESEARCH METHOD

This study uses a quantitative approach with a comparative type (Taherdoost, 2022). The use of comparative analysis is due to a comparative test between colleges that exist in implementing the tri dharma PT docents. At the same time, the correlation analysis is done to test the impact of implementation trauma on the score of sinta docents in each institution. The size of the sample is determined using the Slovin formula. The research population was 859 people, so a large sample with an error of 10% was obtained, and the result of the work was

as follows $n = \frac{927}{1+(927 \times 0,1^2)} = 90,26 \approx 90$. The procedure of sampling uses stratified random samplings in proportion, so obtaining a sample of each college is Trunojoyo University of 60 people, IAIN Madura of 24 people, and Madura State Polytechnic of 10 people.

The data collection tool in this study used a questionnaire distributed through Google Forms. This tool covers four aspects, namely education and teaching, research, community service, and lecturer support activities. The tool used has gone through a validity and reliability testing process to ensure the data obtained is accurate. The tool was tested on 30 respondents. The validity test is based on the strength/correlation of an instrument element against the total score of the entire instrument on the variable using the Spearman rank correlation test. At the same time, reliability tests are performed to measure how consistent a relative instrument is when repeatedly performed using Cronbach's Alpha test.

Two data analyses were used in the research: comparative analysis and correlation analysis. The Kruskal-Wallis test is a non-parametric statistical procedure that compares more than two independent samples, which would compare the implementation of the trauma of higher education in three colleges simultaneously. When there are differences between the three tests, the analysis is continued using the Mann-Whitney test. The Mann-Whitney test is one of the nonparameter statistical procedures for comparing two independent or mutually independent samples. The Rank Spearman correlation test is used to answer the second problem. This correlation test is carried out at each college to see the relationship or impact of implementation on personal performance in the lecturer. Spearman rank correlation exists as a solution when data has a measurement scale of either a graded or ordinal category.

RESULT AND DISCUSSION

Result

Tridarma Implementation for PTK and PTU lecturers in Madura

Research initially tested instruments on questionnaires. The variable validity test in this study uses the Spearman rank correlation test of each variable's statement items against the total variable score. The initial hypothesis on the validity test is the invalid statement item, and the alternative hypotheses are the valid statement item. The test statistics used are count correlation values. The statement item is said to be valid if the number correlation value (rs) is greater than $r(0,05;30)$ or the p -value value is smaller than α by 5%. The r table or $r(0,05;30)$ value of rs value is larger than 0,128 or p -valued by 0,05. The validity test results of each variable are shown in Table 1. Based on Table 1, it can be seen that all declaration items can be said to be valid for each research variable. This is because all statements have a number correlation value greater than 0.128 or a p -value value lower than 0.05, which means that the statement item can be used as a tool to measure the research variable. 0.128, which means that the declaration item is said to be valid if.

After the validity test, then the research instrument is continued to the reliability test. Testing the reliability of instruments using Cronbach's Alpha test. The initial hypothesis for reliability testing is that the research instruments are not

reliable, while the alternative hypotheses are reliable. Using a 95% significance or 5% α , the instrument is said to be reliable if the Cronbach's Alpha value is greater than 0.6 or 60%.

Table 1. Validity Test Results for Research Variable Instruments
Implementation Education and Teaching

| Statement item | Rank spearman's correlation values | p-value |
|----------------|------------------------------------|---------|
| 1 | 0.499 | 0.005 |
| 2 | 0.444 | 0.014 |
| 3 | 0.735 | 0.000 |
| 4 | 0.787 | 0.000 |
| 5 | 0.647 | 0.000 |
| 6 | 0.663 | 0.000 |
| 7 | 0.779 | 0.000 |
| 8 | 0.671 | 0.000 |
| 9 | 0.771 | 0.000 |
| 10 | 0.758 | 0.000 |
| 11 | 0.621 | 0.000 |
| 12 | 0.507 | 0.004 |
| 13 | 0.750 | 0.000 |
| 14 | 0.639 | 0.000 |

| Research Implementation | | |
|-------------------------|------------------------------------|---------|
| Statement item | Rank spearman's correlation values | p-value |
| 1 | 0.852 | 0.000 |
| 2 | 0.793 | 0.000 |
| 3 | 0.677 | 0.000 |
| 4 | 0.908 | 0.000 |

| Dedication Implementation | | |
|---------------------------|------------------------------------|---------|
| Statement item | Rank spearman's correlation values | p-value |
| 1 | 0.942 | 0.000 |
| 2 | 0.782 | 0.000 |
| 3 | 0.869 | 0.000 |

| Other Implementations | | |
|-----------------------|------------------------------------|---------|
| Statement item | Rank spearman's correlation values | p-value |
| 1 | 0.781 | 0.000 |
| 2 | 0.515 | 0.004 |
| 3 | 0.736 | 0.000 |
| 4 | 0.710 | 0.000 |
| 5 | 0.780 | 0.000 |
| 6 | 0.732 | 0.000 |
| 7 | 0.631 | 0.000 |
| 8 | 0.733 | 0.000 |
| 9 | 0.632 | 0.000 |
| 10 | 0.721 | 0.000 |

Table 2. Reliability Test Results Variable Instruments

| Variable | Value Cronbach's Alpha |
|---------------------------------------|------------------------|
| Implementation Education and Teaching | 0.915 |
| Research implementation | 0.800 |
| Dedication implementation | 0.827 |
| Other implementations | 0.888 |

Table 2 shows Cronbach's Alpha value for each variable. Based on Cronbach's Alpha count, it can be concluded that all the variables of this study can be said to be reliable. This is because Cronbach's Alpha count is greater than 0.60. Therefore, these research instruments have been accurate and consistent in measuring each variable. So research instruments can be deployed to obtain research data.

There are two hypothesis testing procedures in this study. The first hypothesis test procedure is a comparative test of the implementation of tridarma between the PTK and the PTKI that exists in Madura. The second hypothesis test procedure uses the test of the relationship or correlation between the implementation of the trauma against the sinta score that exists in the PTK or Madura PTKI. The comparative examination procedure begins with a joint test of the implementation of the trauma of IAIN Madura, Polter, and UTM using the Kruskal-Wallis test. The test procedure is as follows;

Hypothesis;

H_0 : There is no difference in the implementation of tridarma on IAIN Madura, Polter, and UTM

H_1 : There is a minimum of one tridarma implementation tax on IAIN Madura, Polter, and UTM

Significance level used 5% (0,05)

The test statistics used are Kruskal-Wallis

Table 3. Test Results with Kruskal-Wallis Test for Each Implementation

| Variable | Mean Rank IAIN Madura | Mean Rank Polter | Mean Rank UTM | Values Kruskal-Wallis Test | p-value |
|---|-----------------------------|------------------------|---------------------|----------------------------------|---------|
| Implementation Education and Teaching | 44.35 | 50.25 | 48.30 | 0.474 | 0.789 |
| Research implementation | 31.31 | 55.85 | 52.58 | 11.619 | 0.003 |
| Dedication implementation | 35.44 | 70.45 | 48.50 | 12.043 | 0.002 |
| Other implementations | 43.96 | 59.75 | 46.88 | 2.460 | 0.292 |

Based on Table 3, it is obtained that the variable implementation of Education and teaching, as well as the implementation of other activities, receive the initial hypothesis. Thus, for the implementation of Education and teaching as well as other activities, there is no difference between the implementations that exist in IAIN Madura, Polter, or UTM. Unlike the implementation of research and dedication, there is at least one difference between

IAIN Madura, Polteria, and UTM. If you look further, this is compared to the mean rank in Table 3. In Table 3, it can be seen that for the implementation of education and teaching, the mean rank values of each institution are not very different. In contrast, in the research implementation, the mean rank value between Polteria and UTM is not very different, but with IAIN Madura, the difference between the mean value of the rank is far away.

The Mann-Whitney test was carried out to see the differences between the implementation of research and dedication as an advanced measure of the previous Kruskal Wallis test. The initial comparative testing hypothesis is as follows:

- H_{01} : No difference between the implementation of the IAIN Madura research with Polteria
- H_{02} : No differences between the application of the dedication of IAIN Madura with Polteria
- H_{03} : No distinction between the operation of the research of IAIN Madura with UTM
- H_{04} : No different between the execution of the devotion of IAIN Madura with UTM
- H_{05} : There is no difference between Polteria research implementation with Unijyo
- H_{06} : No Difference between the installation of Polteria dedication with Unionjyo.

Based on Table 3, it is obtained that in the comparative test of the operation, there is a difference between IAIN Madura's implementation by Polteria and IAIN Madura by Unijyo. It is obtained from a p-value of less than a significant level of 5%. It can be understandable that IAIN Madura is different from Polteria and UTM for research. Whereas for dedication Polteria has a differential with IAIN Madura and UTM.

Table 4. Comparative Test of Research Implementation and Entrepreneurship between Colleges

| College | Research implementation | | Dedication Implementation | |
|-------------------------|-------------------------|---------|---------------------------|---------|
| | Value Mann-Whitney Test | P-value | Value Mann-Whitney Test | P-value |
| IAIN Madura Vs Polteria | 48.5 | 0.007 | 18.5 | 0.000 |
| IAIN Madura Vs UTM | 403 | 0.002 | 532 | 0.061 |
| Polteria Vs UTM | 288 | 0.839 | 172 | 0.030 |

Impact of the Implementation of Tridarma College on PTK and PTU in Madura

The results are exhibited to answer the second problem by using the test of the relationship or correlation between the implementation of trauma and the score of sintia that exists in PTK or PTKI Madura. This test uses the Spearman rank correlation test procedure. In this research procedure, the researchers looked at the impact of the implementation of research and dedication in a comprehensive way depending on the score obtained. After that, the researchers looked at the impact on each institution. Correlation test results are shown in Table 4. The initial hypothesis statement is as follows;

H_{01} : No relationship between the implementation of the research on the score of the sinte

H_{02} : No relation between the application of dedication to the score

H_{03} : No connection between the operation of the study on the scoring of the synte in IAIN Madura

H_{04} : No link between the execution of the devotion to the scores of the Sinte in IAIN madura

H_{05} : No association between the development of the investigation on the point of sinte in Poltera

H_{06} : No relatedness between the delivery of the dedication for the score in the Poltera

H_{07} : There is no relationship between research implementation on scores in the UTM

Table 5. Correlation Test of Implementation of Research and Dedication to Sinta Scores

| Description | Implementation of research to Sinta Scores | | Implementation of dedication to Sinta Scores | |
|-----------------------|--|---------|--|---------|
| | Rank spearman's correlation values | P-value | Rank spearman's correlation values | P-value |
| Overall impact | 0.695 | 0.000 | 0.056 | 0.593 |
| Impact on IAIN Madura | 0.81 | 0.000 | 0.152 | 0.478 |
| Impact on Poltera | 0.163 | 0.654 | 0.272 | 0.447 |
| Impact on UTM | 0.56 | 0.000 | 0.005 | 0.970 |

Based on Table 5, it is obtained that the comprehensive implementation of the research has a positive and significant impact on the score of Centa, while for dedication, the positive impact given is not significant. Further investigation of the impact on each institution is seen, which has a significant impact on the Sinta score and the implementation of research in IAIN Madura and UTM. Whereas for Poltera, both research and dedication, the positive impact given to Sinta scores is not significant.

The implementation of the Tridarma College will have a particular impact on its quality. The improvement of the university quality is not independent of the faculty quality. Therefore, the development of faculty competence must always be done in order to be able to carry out the tasks of PT trauma and affect the college directly because a) the key to the success of the majors, faculty, and institutions; b) improving the competitiveness of the major, faculties in the field of science and technology and art. It is consistent with the results of the research that, in a comprehensive way, the implementation of research has a positive and significant impact on the score of sinte. Whereas for dedication, the positive impact given is not significant. Implementation of the research on this overall score has a Spearman rank correlation of 0.695, which is close to the number 1. This means that there is a strong correlation. Then, if you look at it in more detail, the real impact is on IAIN Madura, which reaches 0.81 and UTM 0.56. Further investigation of the impact on each institution shows that what has a significant

impact on the Centa score is the implementation of research in the IAIN Madura and the UTM. For Poltera, however, in terms of both research and dedication, the positive impact given to the score is not significant.

The implementation of the PT tridarma will have an impact on the college itself, especially on its competitiveness, including the university's integration. One of the indicators is how much of a college's tridarma product has been produced by lecturers through scientific publications, especially the results of research and dedication to the Society. One of the measurement tools that can be seen by the general public is the application of dictatorship. In addition, the implementation of the Tridarma College will also have a direct impact on the docents involved, particularly in career development and advancement. Without the Tridarma PT, the docent can not apply for his resignation because there is no work to be evaluated.

Discussion

The Tri Dharma of Higher Education, which includes education, research, and community service, is an integral commitment that must be carried out by lecturers in carrying out their duties in higher education. Effective implementation of this Tri Dharma can improve the quality of higher education, develop knowledge and technology, and solve social problems while preparing the younger generation to face competition in the job market. However, in reality, not all lecturers can excel in these three areas, and they tend to be divided into categories of lecturers who focus on education and teaching, research, or community service (Calderón et al., 2021; Domingo et al., 2022). Therefore, to achieve the success of the holistic Tri Dharma, there needs to be better integration between the three aspects of higher education.

Research is one of the main pillars of the Tri Dharma of Higher Education. Based on the Regulation of the Minister of PAN-RB No. 17 of 2013, lecturers must conduct research as part of their professional obligations. Research has a vital role in improving the quality of education and responding to the challenges of rapidly developing science (Eisman et al., 2022; Stracke et al., 2022). In universities with autonomy in managing their institutions, research is an important foundation for increasing lecturers' commitment to the quality of education (Al-Refaei et al., 2024; Hidayat et al., 2023). This study shows that although research has been carried out in state universities in Madura, there are differences in the intensity and quality of its implementation between PTK and PTU, with PTU tending to be more active in producing scientific works.

In addition to research, community service is an important part of the Tri Dharma of Higher Education. Research-based community service activities help the community and contribute to the collection of data needed for the accreditation and development of universities (Moore & Donaldson, 2022; Nagaddya & Stout, 2023). Community service carried out by lecturers can positively impact regional development, both in terms of social, economic, and environmental (Al-Zoubi et al., 2023; Aman et al., 2022). However, the results of this study also show that although there are similarities in the implementation of community service in PTK and PTU, lecturers in public universities tend to be more active in carrying out community service than lecturers in religious universities.

This study provides theoretical and practical contributions to Islamic education management. Theoretically, this study enriches the literature on implementing Tri Dharma of Higher Education in PTK and PTU, especially in Madura. It provides new insights into how the three elements of Tri Dharma are implemented in different contexts. Higher education managers can use the results of this study to formulate more effective policies, such as a lecturer performance evaluation system that better supports research and community service, as well as the development of programs that can improve the quality of Tri Dharma. In addition, policies that support collaboration between PTK and PTU in research and service will strengthen the quality of higher education in Madura as a whole.

CONCLUSION

This study reveals that the implementation of Tri Dharma of Higher Education in Madura, especially in IAIN Madura, Poltera, and UTM, shows similarities in the implementation of education and teaching. However, there are significant differences in the implementation of research, where IAIN Madura still needs more implementation compared to Poltera and UTM, which are more active in producing research. This shows that leadership support in higher education is critical to facilitate lecturers in conducting quality research. This study also confirms a strong relationship between research implementation and increasing SINTA scores of higher education institutions, with the most significant impact in the Madura State Polytechnic. In addition, the impact of community service on SINTA scores is also seen to be more significant in UTM.

The strength of this study lies in its contribution to updating the perspective on the implementation of Tri Dharma in state universities in Madura, as well as providing comparative data that can be used as a basis for policies to improve the quality of higher education institutions. This study also contributes to the development of research methods in the field of Islamic education management. However, there are limitations in the scope of the location, which only covers state universities in Madura, and limited time for data collection, which can affect the depth of the results. Therefore, further research is needed with a broader scope, including gender, age, and more comprehensive survey methods to produce more targeted policies.

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