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Lecturer Professionalism in Research and Community Service

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Article Information	Abstract
Received: 3 August 2024	<i>A robust Quality Assurance System (QAS) is essential to ensure consistent quality in higher education, encompassing internal and external measures. This study examines the QAS at STIKes Bhakti Pertiwi Indonesia (BPI), focusing on its application in enhancing lecturer professionalism in research and community service. This study uses a qualitative approach to the case study type. Data collection is done through interviews, observations, and documentation. Data analysis is done by reducing, displaying, and verifying data. The findings show that implementing internal and external quality assurance systems in all academic areas, including education, research, and community service, is essential. Effective implementation of the Tridharma of higher education, which consists of these three pillars, reflects the professionalism of lecturers. The quality assurance system operates through the PPEPP (Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan) activity cycle, which includes monitoring and evaluation, internal quality audits, satisfaction surveys, and accreditation results. The study highlights the annual update of the biannual standards for research and community service lecturers, underscoring the dynamic nature of quality assurance in higher education.</i>
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	<p>Sistem Penjaminan Mutu (SPM) yang tangguh sangat penting untuk memastikan konsistensi mutu dalam pendidikan tinggi, yang mencakup langkah-langkah internal dan eksternal. Penelitian ini mengkaji SMM di STIKes Bhakti Pertiwi Indonesia (BPI), dengan fokus pada penerapannya dalam meningkatkan profesionalisme dosen dalam penelitian dan pengabdian kepada masyarakat. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dengan cara mereduksi data, menyajikan data, dan verifikasi. Hasil penelitian menunjukkan bahwa penerapan sistem penjaminan mutu internal dan eksternal di semua bidang</p>

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akademik, termasuk pendidikan, penelitian, dan pengabdian kepada masyarakat, sangat penting. Implementasi Tridharma perguruan tinggi yang efektif, yang terdiri dari tiga pilar ini, mencerminkan profesionalisme dosen. Sistem penjaminan mutu beroperasi melalui siklus kegiatan PPEPP (Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan), yang meliputi pemantauan dan evaluasi, audit mutu internal, survei kepuasan, dan hasil akreditasi. Studi ini menyoroti pembaruan tahunan standar dwitahunan untuk dosen riset dan pengabdian masyarakat, yang menggarisbawahi sifat dinamis penjaminan mutu dalam pendidikan tinggi.

I. INTRODUCTION

In 2012, the government established a policy regarding higher education quality assurance. Through the Policy of Law 12 of 2023 concerning Higher Education, an Education Quality Assurance System was commonly abbreviated as *SPM Dikti*. *SPM Dikti* regulates internal and external quality assurance systems called SPMI (Internal) and SPME (Eksternal) (Aryani et al., 2022). According to Fitriani & Kemenuh (2021), each university develops an internal quality assurance system. Meanwhile, the external quality assurance system is carried out through accreditation. The government continues to strive to improve the quality assurance system of higher education. In 2016, a quality assurance policy was established to be carried out systemically, planned and continuously. In 2020, the government again established a policy that regulates the National Higher Education Standards. This is to make it easier for universities to implement quality assurance. The government continues to try to facilitate the improvement of the quality of higher education, in 2023 a policy was established Permendikbudristek No 53 / 2023 concerning Quality Assurance of Higher Education. Changes that occur regarding national standards and accreditation systems. This is of course to support the improvement of higher education quality assurance (Kemendikbud, 2023).

The quality of higher education is essential, where the final level of education is higher education. As explained by Supangat & Delastri (2023), higher education is a forum for a community group with various characteristics that have different characteristics. In addition, it is a place for the birth of the nation's next generation. Through higher education, character education is created and agents

of change for the country's future are produced (Hukubun et al., 2024). The purpose of education is to find solutions to the problems faced by a nation. Especially in Indonesia, education is expected to improve the lives of the Indonesian people (Muhlis et al., 2023).

Universities need to realize quality assurance institutions gradually and continuously to improve the quality of study programs and the quality of their institutions. Changes in the labour market, including the technological shift from offline schemes to online schemes in learning during the pandemic, have significantly contributed to the significant changes in the quality context. At the pandemic's beginning, universities had to keep up with the changing environment by continuing to keep them functioning in higher education services to the community. In the assurance system that the government has promulgated, two essential things are related to internal and external quality assurance. The same applies to the External Quality Assurance system, higher education institutions must also innovate and adapt their practices to remain relevant and helpful in improving the competitiveness of higher education institutions and to thrive (Irwan et al., 2023; Ridwan & Ikhwan, 2021; Taufik & Nurhayati, 2023).

Another new development related to higher education quality is the focus on quality teaching and learning, using a student-centred approach and focusing on learning outcomes (Reginaldis et al., 2024). Strengthened by the quality assurance system and the national qualifications framework system, it aims to measure and evaluate learning and teaching through various qualitative and quantitative metrics of higher education institutions and the government as a policyholder to support the professionalism of lecturers. The implementation of higher education quality is a manifestation of lecturer professionalism. Based on Kusuma et al. (2022) citing Balitbang Depdiknas, efforts to shape the professionalism of lecturers include the implementation of research and community service. This can form critical thinking and high reasoning. In addition, research and community service can improve the ability to find solutions to any problems found (Puluhulawa & Nggilu, 2022). Another benefit is that it can increase knowledge and insight to improve the quality of higher education. The quality assurance system is a forum

and instrument for realizing good quality higher education and lecturer professionalism. The review of SPM at STIKes BPI is a sharing of practical experience, which outlines the key aspects that must be considered when universities want study programs that focus on quality assurance as has been established in higher education institutions since 2012. Stikes BPI's external quality assurance system refers to Permenristekdikti No. 44 of 2015 concerning National Higher Education Standards. Furthermore, it was updated through Permendikbud Number 3 of 2020 concerning National Higher Education Standards. It is currently in the process of adjustment which refers to Permendikbudristek No. 53 of 2023 concerning Quality Assurance of Higher Education *Standar Nasional Pendidikan Tinggi (SN Dikti)*.

Quality Standards regarding Research and Community Service (PkM) STIKes BPI, among others, funding comes from the Foundation, which also uses grant funds. Research and PKM are carried out according to the vision mission and research roadmap. Determination of lecturer research standards is carried out annually along with its publication. Community service by lecturers is carried out twice a year. Quality standards for research and community service require the relevance of research to scientific development. This encourages and triggers lecturers to implement the output results to be integrated with courses as a form of lecturer professionalism. STIKes BPI sets indicators or measures of success for implementing SPMI and SPME. These indicators are correlated with sustainable HR development. Thus, the operation of higher education which is almost 70 percent supported by human resources can be a driving force for the progress of higher education. STIKes BPI also carries out lecturer development systematically, consistently and continuously by the Statute, Strategic Plan and Renop. This is to create HR professionalism at STIKes BPI (Toamnanu & Pakan, 2017).

SPMI higher education is a vein that will flow blood to all organizational organs, especially the quality of human resources. The role of higher education governance in synchronizing research and PkM is essential so that the outputs carried out by lecturers help develop educational science. To alleviate the current social problems, the role of Higher Education is needed. The Indonesian nation

faces unfavourable global development conditions, especially the socio-economic conditions of the community. The government has made maximum efforts to solve these problems, including improving the quality of higher education. Improving the quality of higher education in Indonesia is implemented by establishing the policy of Permendikbudristek Number 53 of 2023 concerning Quality Assurance of Higher Education National Standards of Higher Education (SN Dikti). Higher Education Quality Assurance System, namely in the form of SPMI and SPME. The relationship between the two is a form of transparency, credibility and accountability of higher education governance to stakeholders. In the implementation of SPMI and SPME, it must be one of the goals of higher education related to the college's institutional program through the institution's vision, mission, goals and objectives (Najwa et al., 2023; Sarmono et al., 2020).

The professional development of human resources in the quality assurance system is contrasted with the capacity development of existing stakeholders including: academics, administrators and students. The main objective is to define basic principles with a more systematic and urgent approach to quality in higher education, in an effort to provide a framework for the Institute. The college will develop a formalization strategy in the implementation of the quality assurance process in the interest of consistency, comparability and continuity in *Rencana Operasional (Renop)* and *Rencana Strategis (Renstra)* (Maulidayani & Aswaruddin, 2021).

The implementation of the quality assurance system at STIKES BPI encourages the role of each individual in collaborating to create a better process at each stage of the task. That the quality assurance task in a study program or institution is the result of teamwork. In addition, the challenge faced by each HR is how to carry out a quality assurance role that is mutually reinforcing and in accordance with the direction set by the Institution so as to create HR professionalism, especially lecturers. STIKES BPI implements SPMI to meet the standards and competitiveness of the institution both internally and externally. STIKES BPI prioritizes the compliance of each HR to be aligned with strategies to support the vision, mission, goals, objectives and values at STIKES BPI. In

general, problems that often occur and are detrimental are situations where designated HR who work separately, do not collaborate with the team. And the other side is related to the still not optimal quality culture of the STIKes BPI community. The creation of an institutional quality culture will sustainably improve the quality of education.

II. METHOD

Type of Research This research is qualitative descriptive research. A qualitative approach is used to deeply understand the process and mechanism of the quality assurance system. **Research Approach** A qualitative approach is used to deeply explore how the implementation of internal and external quality assurance systems, as well as their impact on the professionalism of lecturers in implementing the Tridharma of Higher Education, which encompasses three primary duties of higher education institutions: education and teaching, research and development, and community service. This approach is also used to understand the perspectives, experiences, and perceptions of parties involved in the quality assurance system, such as lecturers, education personnel, and university management (Ikhwan, 2021).

Data and Data Sources The data used in this study consists of primary and secondary data. **Primary Data:** Primary data is obtained from in-depth interviews with lecturers, education personnel (including academic advisors, curriculum developers, and quality assurance officers), and university leaders directly involved in the quality assurance process. **Secondary Data:** Secondary data is obtained from related documents, such as internal quality audit reports, accreditation results, monitoring and evaluation (*monev*) reports, and satisfaction survey results from students and lecturers (Sukmadinata, 2016).

Data collection is carried out meticulously through observation, interviews, and documentation. Observations are made during the implementation of quality assurance activities, such as quality evaluation meetings, monitoring and evaluation activities, and the implementation of internal audits. Interviews were conducted with lecturers, heads of study programs, and education personnel

involved in implementing the quality assurance system. This interview aims to gain a deep understanding of implementing the PPEPP cycle. Collecting documents related to the results of internal quality audits, accreditation reports, and satisfaction surveys is thorough. This documentation is essential to understand how higher education's quality assurance system is controlled and improved (Creswell & Poth, 2017).

The data collected is analyzed using the thematic analysis method, a significant choice ensuring the conclusions' validity and reliability. Data Reduction: The process of sorting data to focus on essential aspects of implementing the quality assurance system and the PPEPP cycle. Data Presentation: The reduced data is then presented as a narrative, matrix, or diagram to facilitate understanding of emerging patterns. Conclusion Drawing: After the data is analyzed, conclusions are drawn to determine how the quality assurance system is implemented and its impact on the quality of the implementation of the Tridharma of Higher Education (Miles et al., 2014).

III. FINDINGS AND DISCUSSION

Collaborative Implementation of Internal and External Quality Assurance Systems

Implementing Internal and external quality assurance systems accreditation from LAMPTKES is a form of compliance for all human resources and provides more value in improving the quality of study programs and institutions. External quality assurance, as a mechanism for realizing accountability, credibility, and transparency of governance about public funding, is well-documented as a direction for continuous quality improvement. Implementation of the internal quality assurance system at STIKES BPI through an activity cycle mechanism abbreviated as PPEPP, namely: The first stage is Determination, Implementation, Evaluation, Control, Improvement. STIKES BPI assigns PPMI to develop a quality culture that will result in sustainable organizational growth by having better competitiveness. The implementation of SPMI at STIKES BPI is encouraged to be able to produce human resources that are increasingly competitive or have international competitiveness. The next goal of SPMI implementation at STIKES

BPI is to participate in developing governance that has a strong foundation related to academic autonomy and as the ultimate goal of SPMI implementation at STIKES BPI is to realize governance that is credible, transparent, accountable (organizational health). STIKes BPI Quality Management includes the fields of Education, Research and Community Service (Chaerunisyah, 2021; Ismail et al., 2021).

Pusat Penjaminan Mutu Internal (PPMI) activities include evaluation monitoring, Internal Quality Audit, Customer Satisfaction and Follow-up Plan for Accreditation Assessment Results. In research quality standards, Stikes BPI makes systematic efforts by making research work programs, among others: making a research road map, carrying out research once a year is mandatory for all lecturers, making output in the form of publication of research articles, and finally evaluation in the form of research results to be integrated with courses. In the Community Service quality standard, namely making an annual work program by making a road map, carrying out community service, making a community service report and the output results are integrated with courses and utilized for the community (Arifudin, 2019). The implementation of community service by lecturers is 2 times a year. The form of professionalism of lecturers in research and community service can be seen from its implementation adjusted to the lecturer's roadmap; the results of his research are integrated with courses, and the output can be utilized for the community. In the research and community service budget, Stikes BPI needs to increase the acquisition of research grants. In the field of research publications, it needs to be improved for publication in international journals. In the field of community service, the results of PKM can be better utilized by the wider community (Riyadi & Jamaludin, 2023).

Internal quality assurance systems STIKES BPI collaborates internally and externally to build and realize Nation's competitiveness, autonomy, and organizational health. The meaning of the nation's competitiveness is that STIKES BPI graduates have high competitiveness and competence. SPMI STIKES BPI aims to realize autonomy governance, meaning that all parties realize how important the independence of higher education governance is in the best approach to

sustainable quality development. The management of higher education must carry out the principles of the *tridharma* of higher education autonomously in teaching, research, and community service. SPMI STIKES BPI aims to realize organizational health. The meaning here is that a healthy organization has the characteristics of transparent, accountable, and credible governance, especially in very complex situations and conditions like today. STIKES BPI, a private university that wants to achieve its vision, mission, goals and objectives, must realize quality (Dariyo et al., 2023; Sauri et al., 2019).

The results of SPMI and SPME collaboration at STIKes BPI include the following: the field of completeness of SPMI documents reaches the target. The user satisfaction survey on governance, governance and cooperation reached the target in services. The field of implementing the Stikes BPI PPEPP cycle has been implemented. Monitoring and evaluation activities have been achieved. Internal Quality Audit activities are based on achievements. Implementation of quality culture development in higher education needs to be followed up on through management review meetings. On improving the quality of external tertiary institutions, the results achieved by the management of Stikes BPI are Determination of the target achievement of UPPS accreditation status by BAN-PT or *Lembaga Akreditasi Mandiri (LAM)* for Study Programs at least Good Once and towards excellence.

Improving the Professionalism of Lecturers in the Field of Research and Community Service

STIKES BPI strives to realize Internal and external quality assurance systems to improve the professionalism of lecturers in the *tridharma* of higher education, especially in research and community service. PPMI makes research and community service standards a reference basis for academic SPMI. In the field of research, during the last three years, STIKES BPI has published 27 research pieces, with 3 having a national scope, 24 with a regional scope, and none with an international scope. By the scientific vision, these publications demonstrate the institution's commitment to advancing knowledge in the field. The lecturer's research is carried out according to the roadmap of the university and study

program. The evaluation of the suitability of roadmap research is carried out by selecting the title of the proposal adjusted to the road map by the Head of Study Program, then submitted to LPPM and reviewed within the time specified by LPPM, the graduation announcement is determined after the review process. Monitoring Evaluation is carried out by LPPM once a year and AMI. The course integrates research results (RERESI et al., 2024).

In the field of community service, over the past three years, there have been 35 titles in *Pengabdian kepada Masyarakat (PkM)* by the roadmap. There is a PkM roadmap for lecturers and students. The implementation of PkM by the PkM roadmap is carried out by submitting titles to the Head of Study Program and LPPM. Evaluation of the suitability of PkM lecturers and students with the roadmap is carried out at the proposal selection stage by the Head of the Study Program and Ka. LPPM. Follow-up of evaluation results in the form of observations if there are no findings. Utilization of PkM results for learning enrichment is carried out in the RPS. The community utilizes PkM results through media leaflets, flip sheets, and posters.

PPMI is dedicated to improving the professionalism of lecturers in the fields of research and community service. This is achieved through the PPAPP cycle, which focuses on enhancing achievement standards. By implementing and improving these standards, PPMI aims to ensure the optimal quality of education. SPMI, which relies on accurate, systemized, and structured data and information, is also instrumental in ensuring maximum satisfaction for all stakeholders involved (Hutagalung et al., 2024).

The purpose of quality assurance, as described by Cahyono & Wekke (2019), is that an organization must guarantee its quality. The importance of organizational quality assurance for the benefit of customers. Quality assurance is carried out based on customer needs and ultimately creates customer satisfaction. The organisation will automatically be positively impacted if customer satisfaction and loyalty are obtained. In line with higher education, quality assurance must be implemented according to established policies. Determination of quality standards in the form of standards set by the government, standards set by internal

universities and standards enforced by other institutions. Based on government policy, according to Fitriani & Kemenuh (2021), higher education quality assurance must be carried out through a strategic plan, vision, and mission and must be sustainable. Good quality management will create exemplary quality implementation as well. Comprehensive education quality management will create a good learning environment that can improve the intelligence of students who are the nation's next generation (Cahyono & Wekke, 2019; Suratno, 2018).

The internal quality assurance system (SPMI) explains that SPMI activities follow the quality assurance cycle through determination, implementation, evaluation, control and improvement (PPEPP). PPEPP activities involve all human resources in higher education and the need for teamwork. Meanwhile, External Quality Assurance (SPME) involves institutions outside the university. The external institution is an accreditation agency. Higher education accreditation assesses the quality of an institution's education. If it has a high accreditation rating, the college also has a high quality of education.

IV. CONCLUSION

STIKes BPI sets indicators or measures of success for implementing a quality assurance system internally and externally. These indicators are correlated with the development of sustainable and professional human resources. PPMI accommodates the implementation of SPMI with SPME through accreditation from LAMPTKES. Implementation of SPMI STIKes BPI through a cycle mechanism of Determination, Implementation, Evaluation, Control and Improvement. STIKes BPI PPMI activities include monitoring and evaluation, Internal Quality Audit, Customer Satisfaction Survey, and Follow-up of accreditation assessment results. The realization of the implementation of SPMI and SPME to improve the professionalism of STIKes Bhakti Pertiwi Indonesia lecturers. Quality improvement is the role of the entire academic community in collaborating to carry out their duties. There is a need for teamwork to implement quality assurance. The implementation of research by STIKes BPI lecturers is carried out once a year. Implementation of community service by lecturers two times a year. Research and community service carried out are by the research roadmap and are relevant to

science. Some things that need to be optimized are increasing research publications to international journals and the wider community can utilize output results. PPMI continues to monitor and evaluate the field of research and community service. Implementing a sustainable quality culture will create professionalism in human resources at STIKes BPI, especially among lecturers.

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