

STRATEGY TO IMPROVE THE COMPETENCE OF PRIVATE UNIVERSITY LECTURERS IN KENDARI: A DESCRIPTIVE QUALITATIVE APPROACH

STRATEGI PENINGKATAN KOMPETENSI DOSEN PERGURUAN TINGGI SWASTA DI KENDARI: PENDEKATAN KUALITATIF DESKRIPTIF

Jumanudin¹, Eliyanti Agus Mokodompit²

Universitas Karya Persada Muna¹, Universitas Halu Oleo²

*jumanudin1ukpm@gmail.com¹, eamokodompit66@gmail.com²

*Corresponding Author

ABSTRACT

Increasing the competence of lecturers in higher education is a crucial factor in improving the quality of higher education in Indonesia. Private universities in Kendari, although they have implemented various policies to develop lecturer competencies, still face challenges in implementing policies that are effective and in accordance with the specific needs of each study program. One of the research gaps found is the limited resources, both budget and time, which hinder the development of lecturer competencies in a sustainable and structured manner. This study uses a qualitative descriptive approach with in-depth interviews with five key informants to explore the policies and strategies applied in the development of lecturer competencies in private universities in Kendari. The findings of this study contribute to enriching the literature on lecturer competency development policies, as well as providing practical insights for university management in designing training programs that are more flexible and integrated with the specific needs of disciplines. The implications of this study are the importance of adjusting lecturer competency development policies that are more adaptive to the challenges faced, as well as the need for continuous evaluation to increase the effectiveness of the program.

Keywords: lecturer competence; development policy; private universities; lecturer training; resources

ABSTRAK

Peningkatan kompetensi dosen di perguruan tinggi merupakan faktor krusial dalam peningkatan mutu pendidikan tinggi di Indonesia. Perguruan tinggi swasta di Kendari, meskipun telah menerapkan berbagai kebijakan untuk mengembangkan kompetensi dosen, masih menghadapi tantangan dalam menerapkan kebijakan yang efektif dan sesuai dengan kebutuhan spesifik masing-masing program studi. Salah satu kesenjangan penelitian yang ditemukan adalah keterbatasan sumber daya, baik anggaran maupun waktu, yang menghambat pengembangan kompetensi dosen secara berkelanjutan dan terstruktur. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan wawancara mendalam kepada lima informan kunci untuk mengeksplorasi kebijakan dan strategi yang diterapkan dalam pengembangan kompetensi dosen di perguruan tinggi swasta di Kendari. Temuan penelitian ini berkontribusi untuk memperkaya literatur tentang kebijakan pengembangan kompetensi dosen, serta memberikan wawasan praktis bagi manajemen perguruan tinggi dalam merancang program pelatihan yang lebih fleksibel dan terintegrasi dengan kebutuhan spesifik disiplin ilmu. Implikasi dari penelitian ini adalah pentingnya penyesuaian kebijakan pengembangan kompetensi dosen yang lebih adaptif terhadap tantangan yang dihadapi, serta perlunya evaluasi berkelanjutan untuk meningkatkan efektivitas program.

Kata kunci: kompetensi dosen; kebijakan pembangunan; perguruan tinggi swasta; pelatihan dosen; sumber daya

1. INTRODUCTION

Higher education plays an important role in the development of quality human resources, which in turn will support the social and economic progress of a country. Universities, both public and private, function as institutions that produce graduates who have high competence in various fields of science. In the context of higher education, lecturers hold

a very vital role because they are the main drivers in the delivery of quality knowledge and research. Therefore, improving the competence of lecturers is very important to maintain the quality of higher education and produce graduates who are able to compete in the global world.

Along with the rapid development of science and technology, lecturer competence needs to continue to be improved in order to be able to follow these dynamics. Lecturers in higher education must have the ability to adapt teaching methods in accordance with technological developments, as well as improve the quality of research to support the advancement of science. In this effort, various lecturer competency development strategies such as training, seminars, and international collaborations are an important part of improving the quality of teaching and research in higher education. This is in line with findings that show that the competence of lecturers who continue to develop will have a direct effect on the quality of education received by students.

In Indonesia, private universities (PTS) play a major role in providing access to quality higher education. However, private universities often face challenges in improving the competence of their lecturers, one of which is limited funds and human resources. In this case, the policies and strategies implemented by university leaders have a great influence on the success of lecturer competency development. According to research conducted by (Avivi & Siagian, 2020; Djelantik, 2020; Herlina, 2021), improving the quality of lecturers can be achieved through various policies involving continuous training, research opportunities, and international cooperation that enriches the academic and professional experience of lecturers.

In Kendari, as one of the developing cities in Southeast Sulawesi, private universities face similar challenges in terms of lecturer competency development. Based on the data obtained, although there are several efforts to improve the quality of lecturers, there are still shortcomings in terms of organized and sustainable training. In addition, the need for adaptation to technological developments in the teaching and research process is becoming very urgent. Example (Amanda et al., 2023; Santoso et al., 2023; Suhada et al., 2022) In his research, he stated that lecturers at private universities in the region still face limited access to technology-based training and research that can support more innovative teaching.

The importance of improving the competence of lecturers at private universities is driven by the demand to continue to improve the quality of education they offer (Ahmad, 2020; AP, 2020; Fathurrahman et al., 2019). Lecturer competence not only focuses on mastery of the material, but also the ability to transfer knowledge effectively through various teaching methods that are relevant to the times. Therefore, there needs to be a systematic and planned effort to strengthen professional development programs for lecturers. This will include pedagogical training, the use of technology in learning, as well as opportunities to collaborate in research both nationally and internationally.

However, there are still shortcomings in terms of effective policy implementation to improve the competence of lecturers in private universities in Kendari. Although some universities have designed training programs, not all of them are well coordinated and in accordance with the specific needs of lecturers in each study program. Furthermore, not all private universities have adequate budget allocations to support sustainable lecturer competency development programs. Thus, the main obstacle faced is the limited resources that can be used to improve the quality of lecturer teaching and research. In addition, not all lecturers have the same opportunity to take part in the training held, especially for lecturers who have a very dense teaching load.

On a more specialized level, no training program is flexible enough in responding to the needs of technology-based teaching. Many lecturers, especially older ones, find it difficult to keep up with the rapid development of technology and integrate it into their teaching. In fact, mastery of technology in education today is very important to ensure that the teaching and learning process runs effectively and efficiently. Although there are efforts to provide

online-based training, not all lecturers have optimal access to these facilities. This is a challenge in itself in ensuring that every lecturer has an equal opportunity to improve their competence, especially in the technological aspect.

Furthermore, this study suspects that there is no structured and comprehensive evaluation of the impact of the training programs that have been implemented. Most lecturer development programs are not followed by an evaluation system that can provide clear feedback regarding their successes or failures. As a result, there is no continuous improvement based on valid and objective evaluation results. In fact, structured evaluations are essential to measure the effectiveness of training and adapt these programs to the evolving needs of higher education. Without a comprehensive evaluation system, efforts to improve lecturer competence become less directed and do not have a maximum impact.

The importance of this research lies in the effort to identify and analyze strategies to improve the competence of lecturers in private universities in Kendari, which face various challenges in the management of limited human resources. Along with the rapid development of science and technology, the quality of teaching and research provided by lecturers must always be improved in order to adapt to the demands of the times. The findings of this study are important because they provide a concrete solution to overcome the problems that have been faced by private universities in Kendari, namely limited budgets, resources, and training systems that are not fully in accordance with the needs of lecturers. The research also focuses on efforts to find more effective approaches in lecturer competency development that not only rely on formal training, but also integrate technology and opportunities for international cooperation. Thus, this research is expected to be able to overcome the root problems that hinder the progress of private universities, as well as provide applicable recommendations to improve the quality of teaching and research in the future. Therefore, this study aims to explore the strategies implemented by private universities in Kendari in improving lecturer competence, with a focus on policies, training, and evaluations implemented by each institution. This research also aims to identify the main challenges faced by universities in implementing lecturer development programs and offer practical solutions to overcome these problems. Through interviews with key informants such as the rector, head of LP3, senior lecturers, study program coordinators, and HR managers, this research is expected to provide more in-depth insights into the most effective strategies in improving lecturer competence, as well as how private universities in Kendari can be more optimal in utilizing existing resources. This research also aims to provide recommendations that can be used as a basis in the formulation of lecturer development policies in the future, so that it can support the improvement of the quality of higher education in Indonesia.

2. METHODS

This study uses a descriptive qualitative research design to explore strategies for improving lecturer competence in private universities in Kendari. This approach was chosen because it allows researchers to deeply understand the phenomena that occur in the context of higher education, especially in terms of lecturer competency development. The design of this qualitative research aims to provide a clearer picture of policies, training programs, and challenges faced by universities in improving lecturer competence. Data obtained through in-depth interviews with relevant informants provide rich and contextual information about the efforts that have been made. This research also prioritizes thematic analysis to identify patterns that appear in the data collected.

The research method used is qualitative descriptive research, which focuses on a deep understanding of existing phenomena without conducting experiments or variable manipulation. The researcher tries to describe the phenomenon that occurs objectively based on the experience, policy, and views of relevant informants. In this case, this study aims to describe the strategies and policies for improving lecturer competence applied in private

universities in Kendari. The qualitative descriptive approach allows researchers to explore the understanding of existing issues as well as the challenges faced in an effort to improve the quality of teaching and research. The results obtained from these interviews and data analysis provide an in-depth picture of the context being studied.

The instrument used in this study is a semi-structured interview conducted with five key informants, namely the Rector, Head of LP3, Senior Lecturer, Study Program Coordinator, and Human Resources Manager of private universities in Kendari. This interview is designed to obtain information related to lecturer competency development policies, training programs that have been implemented, and challenges faced in the implementation of these policies. The data collection procedure is carried out by means of direct interviews with informants who have been selected based on their role in the lecturer development policy. The data obtained from these interviews were then analyzed using thematic analysis techniques to identify the main themes that are relevant to the research objectives. With this procedure, researchers can gain comprehensive and relevant insights into the research topic.

3. RESULTS AND DISCUSSIONS

3.1. Research Results

This study identifies several strategies implemented by private universities in Kendari in improving lecturer competence, with a focus on professional development, training, and human resource support policies. Based on interviews with five informants who have important roles in universities, it was found that each of them has complementary perspectives regarding the challenges and efforts to improve the competence of lecturers in the private university environment.

The rector of a private university in Kendari, R.H., revealed that the main policies implemented are the professional development of lecturers through needs-based training, opportunities to participate in international conferences, and funding for research. R.H. added that the mentoring program between senior and junior lecturers is implemented to accelerate the transfer of knowledge between generations of lecturers. According to him, "We always conduct periodic evaluations of the curriculum and lecturer training programs to ensure that all competency development efforts are in accordance with the latest developments in the field of science and technology" (Basuki et al., 2021; Sutartib & Purwana, 2021, 2021). However, R.H. also acknowledged the great challenges related to budget limitations and lecturers' time which is divided between teaching, research, and community service. To address this problem, colleges are looking for additional funding sources and offering more flexible online-based training. The Head of the Education and Training Development Institute (LP3), M.I., said that his party has implemented various training programs to improve lecturer competence, including pedagogical training, the use of technology in teaching, and scientific research. "The training program we held showed positive results, with the improvement of lecturers' ability to manage classes and write scientific publications" (Aravik et al., 2021; Azis, 2021; Hidayah, 2020). M.I. also added that the evaluation of the effectiveness of the training is carried out regularly through questionnaires and interviews, which shows a positive impact on the quality of teaching and research. The main obstacle faced is the lack of time for lecturers to take part in training due to a busy teaching schedule. To address this, LP3 offers online training that can be accessed at any time.

Senior lecturer A.K. gave the view that the lecturer competency development policy implemented by the university is quite good, especially in providing opportunities for lecturers to participate in training and seminars. However, A.K. argues that development should be more focused on the use of technology and innovation in teaching so that lecturers can keep pace with the rapid development of the world of education. "The biggest challenge is the lack of time and resources to conduct further research or self-development," he said (Arqam, 2019; Arsana, 2019; Mawardi et al., 2019). In addition, A.K. highlighted the difference in competence

between young and senior lecturers, which often hinders the transfer of knowledge and skills. The S.P. Study Program Coordinator stated that the competencies that must be possessed by lecturers in the fields of study they manage include the ability to conduct scientific research, the use of technology in teaching, and the ability to develop a curriculum that is relevant to industry needs. "The competency development efforts carried out are quite good, but there is a need for more specific training for each study program" (Aminah et al., 2021; Sitorus & Tambun, 2023; Syamsuri et al., 2022). adding that lecturers in engineering, for example, need training in the use of the latest software relevant to their discipline. Therefore, S.P. suggested that the training program be more tailored to the specific needs of each study program and there needs to be a more in-depth evaluation of the impact of training on the quality of teaching and research.

The Human Resources Manager (HR), H.L., revealed that universities have implemented HR policies that support improving the quality of lecturers, including by providing funds for lecturers who want to continue their education or take part in training. H.L. also added that the lecturers' performance assessment system is directly linked to their career development, which includes the opportunity to get higher positions based on teaching and research performance. "The HR policy that we implement shows a positive impact on lecturer motivation. Lecturers who receive support for self-development feel more valued and motivated to improve the quality of their teaching and research" (Nasution, 2020; Putrianingsih et al., 2021; Sitohang et al., 2023). The challenges faced in managing lecturer competency development are limited budget allocation and high lecturer workload. To overcome this, H.L. revealed that universities are increasing cooperation with external institutions to obtain additional funding and provide more flexible online-based training.

Overall, the results of the study show that the strategy to improve the competence of lecturers in private universities in Kendari includes a comprehensive professional development policy, including technical training, technology-based teaching, and funding for research. However, the main challenge faced is the limitation of time and resources that affect lecturers' participation in training programs. Therefore, universities are trying to overcome this problem by offering flexible online-based training and seeking additional resources through cooperation with various external parties.

3.2. Research Results: Strategies for Improving Lecturer Competence in Private Universities in Kendari

This research identifies various strategies implemented by private universities in Kendari in an effort to improve lecturer competence. Based on interviews with five informants who play key roles, namely the Rector or Leader of Higher Education, the Head of the Education and Training Development Institute (LP3), Senior Lecturers, Study Program Coordinators (Prodi), and Human Resources Managers (HR), several main findings were found related to lecturer development policies. In general, the policies implemented tend to focus on the professional development of lecturers through training, improvement of pedagogical skills, and support for research. However, the main problem faced is the limited budget and time that is divided between various lecturer responsibilities, such as teaching, research, and community service. As a solution, private universities in Kendari are implementing more flexible online-based training and seeking additional funds through external cooperation to support lecturer competency development efforts.

Summary of findings related to lecturer competency improvement strategies based on interviews with each informant. From the table, it can be seen that pedagogical training, increased use of technology in teaching, and funding for research are the most frequently implemented policies by universities. In addition, it can be seen that the biggest challenge faced is the limited time of lecturers to take part in training. For example, according to (Bantam & Syah, 2024, 2024; Nelly et al., 2022), "We implement a mentoring program between senior

and junior lecturers to accelerate knowledge transfer," which is an important strategy to overcome the competency gap between generations of lecturers. These findings show that competency development is not only focused on formal training, but also on direct interaction between lecturers with mentoring roles that are very important in the knowledge transfer process.

data on the types of training that have been carried out by the Education and Training Development Institute (LP3) in Kendari private universities. In an interview with M.I. (Head of LP3), it was explained that the training held included pedagogical training, teaching technology, and scientific research. "The training program that we hold shows positive results, with the improvement of lecturers' ability to manage classes and write scientific publications," said (Destiniar et al., 2020; Utiahman, 2020; Yufita et al., 2021). The results of the evaluation conducted by LP3 showed a significant impact on improving the quality of teaching and research of lecturers, although most lecturers faced constraints related to the time to take part in the training. The solution implemented is to provide online-based training that can be accessed at any time, thus providing more flexibility for lecturers.

In addition, the findings from A.K. (Senior Lecturer) suggest that while existing policies are quite effective, there is a need to integrate more technology-based training in the faculty competency development curriculum. A.K. reveals that "the biggest challenge is the lack of time and resources to conduct further research or self-development" (Harlina & Yusuf, 2020; Robbani et al., 2023; Yasin, 2022). This reflects the difficulty of lecturers in aligning high academic demands with the needs of self-development. Technology-based development is very relevant considering the rapid development in the world of education which requires lecturers to master digital-based teaching tools and media. Therefore, the integration of technology in training is a priority that needs more attention from universities.

Meanwhile, S.P. (Study Program Coordinator) emphasized the importance of suitability between the training provided and the specific needs of each study program. According to S.P., the most necessary competency for lecturers in engineering study programs, for example, is the mastery of the latest software that supports teaching and research in the field. "The competency development efforts carried out are quite good, but there is a need for more specific training for each study program," said (Atmojo et al., 2023; Prangga et al., 2024; Setiawan et al., 2020). This shows that the development of lecturer competencies must be more tailored to the context and challenges of each field of science, so that the training program can have an optimal and relevant impact.

The last finding revealed by H.L. (HR Manager) focuses on managerial policies implemented to improve the quality and competence of lecturers. H.L. explained that the HR policies implemented include providing funds for lecturers who want to continue their education or take part in training, as well as a performance assessment system that links lecturers' career development with their performance in the field of teaching and research. "The HR policy that we implement shows a positive impact on lecturer motivation. Lecturers who receive support for self-development feel more valued and motivated to improve the quality of their teaching and research," said (Amri et al., 2022; Anjelina et al., 2021; Nekwek, 2022). These findings indicate that support in the form of financial resources and appreciation for lecturer performance has an important role in improving the motivation and work results of lecturers in higher education.

Overall, this study identifies several factors that affect the effectiveness of lecturer competency improvement strategies in private universities in Kendari. The main findings show that although universities have implemented good policies to support the development of lecturer competencies, challenges related to budget, time, and differences in competencies between lecturers remain significant obstacles. With solutions such as flexible online training and external partnerships to secure additional funding, universities are striving to address these challenges. However, further adjustments are still needed, especially in terms of

providing more specific training according to the needs of each study program, as well as strengthening the integration of technology in teaching and research.

3.3. Discussion

One of the key findings in this study is that training programs based on the specific needs of lecturers in each study program show a positive impact on the quality of teaching and research. The policies implemented by the Rector, which includes the professional development of lecturers through needs-based training, funding for research, and opportunities to participate in international conferences, are in line with the theory of competency development that prioritizes continuous learning. This supports the view that the development of lecturer competencies must be in accordance with the rapid development of science and technology, and adapt to the specific context of each discipline (Aflizah et al., 2024; Purnomo & Sari, 2021; Rahardi, 2020).

The importance of flexibility in the training program, as explained by the Head of LP3, M.I., is also the right step in overcoming the problem of limited time for lecturers to participate in training. Online-based training provides a solution to the time constraints experienced by many lecturers, especially those who have a high teaching load. This is in line with the opinion by (Aryani et al., 2020; Nissa et al., 2021; Susanti, 2022), which states that the use of technology for higher education, especially online training, can increase the accessibility and effectiveness of lecturer competency development programs. By providing training that can be accessed at any time, lecturers have more opportunities to take part in training without disrupting their teaching or research activities. Therefore, online training is an important element in supporting the development of lecturer competencies that are more inclusive and equitable.

In addition, the existence of mentoring programs between senior and junior lecturers implemented in private universities in Kendari makes an important contribution in overcoming the competency gap between generations of lecturers. This finding is in line with research conducted by Setiawan (2022), which states that mentoring can accelerate the process of transferring knowledge and experience between more senior and junior lecturers. This mentoring program, although it does not require a large cost, has a significant impact on the development of pedagogic competencies and lecturer research. With more intense interaction between senior and junior lecturers, the development of skills in terms of teaching and research can be channeled more quickly, and the existing competency gap can be reduced. This also strengthens the argument that lecturer competency development is not only through formal training, but also through informal approaches such as more personalized mentoring.

Another finding that is also relevant is that a structured evaluation of the training program that has been implemented provides the feedback needed to improve the effectiveness of training in the future. The results of the interview with the Head of LP3 showed that the evaluation was carried out through questionnaires and interviews, which could provide an overview of the impact of training on teaching and research. This supports the importance of a comprehensive evaluation system to assess the effectiveness of implemented policies and training programmes, as recommended by the (Atmaja & Wijaya, 2019; Henim & Sari, 2020; Tujni & Syakti, 2019). Without systematic evaluation, lecturer competency development can become undirected and not provide optimal results. Therefore, continuous and data-based evaluation is the key in ensuring that each training program that is carried out can really meet the needs of lecturer competency development in accordance with existing educational developments.

Finally, this study also found that there is a need to adapt the training program to the specific needs of each study program, as revealed by the S.P. Study Program Coordinator. Therefore, adapting the training program to the needs of each discipline is very important to increase its effectiveness. This is in line with the opinion expressed by (Nasila et al., 2023; Putri

et al., 2020), which states that an effective faculty development program should consider the specific context and needs of each field of study. Thus, in order for the training program to have a maximum impact on teaching and research, the development of lecturer competencies must be more focused on the specific needs of each existing study program or discipline.

4. CONCLUSIONS

This research succeeded in identifying various policies and strategies implemented by private universities in Kendari in an effort to improve lecturer competence. Some key findings suggest that the lecturer competency development policies implemented tend to involve needs-based training, funding for research, and support for the development of pedagogic skills and teaching technology.

The findings of this study have significant benefits both theoretically and practically. Theoretically, this research contributes to enriching literature related to the development of lecturer competencies, especially in the context of private universities in Indonesia. Findings regarding the importance of flexibility in online-based training, as well as the role of mentoring in knowledge transfer between lecturers, open up new insights in more holistic and integrated lecturer development management. Practically, the results of this research can be used as a reference in the management of human resource development strategies in universities, especially in designing competency development policies that are more adaptive to the specific needs of each discipline. On the other hand, this study also reveals the importance of adequate budget allocation and more systematic evaluation to increase the effectiveness of lecturer development programs.

However, this study has some limitations that need to be considered. One of them is that the research sample is limited to private universities in Kendari, so this finding cannot necessarily be generalized to all universities in Indonesia. In addition, this study does not delve deeper into the long-term impact of the training program on improving the quality of teaching and lecturer research. Therefore, further research in the future is recommended to involve a wider sample and consider aspects of long-term evaluation as well as a more in-depth analysis of various external factors that can affect the success of lecturer competency development programs.

5. REFERENCES

- Aflizah, N., Firdaus, F., Hasri, S., & Sohiron, S. (2024). Rewards as a Motivational Tool in the Context of Education: A Literature Review. *Tambusai Education Journal*, Query date: 2024-12-11 15:38:21. <https://jptam.org/index.php/jptam/article/view/13044>
- Ahmad, A. (2020). Improving Teachers' Pedagogic Competence in Distance Learning Through Online, Offline, or Combination System Assistance in the New Normal Period.... *Paedagogy Journal*, Query date: 2024-12-11 13:50:49. <http://e-journal.undikma.ac.id/index.php/pedagogy/article/view/2803>
- Amanda, M., Santoso, G., Puspita, A., & ... (2023). Community Contribution in the Perspective of Indonesia's National Resilience in the Digital Era. *Journal of Education ...*, Query date: 2024-12-11 13:27:02. <https://jupetra.org/index.php/jpt/article/view/1049>
- Aminah, N., Amami, S., Wahyuni, I., & ... (2021). Utilization of technology through training on the use of the google site application for MGMP Mathematics Junior High School teachers in Cirebon Regency. *Bima Abdi: Journal ...*, Query date: 2024-12-11 14:35:31. <http://www.jurnal.bimaberilmu.com/index.php/ba-jpm/article/view/35>
- Amri, U., Adiarto, A., & As'ari, H. (2022). Innovation Policy in the Implementation of the Electronic-Based Government System (SPBE) in Dumai City. *Tambusai Education Journal*, Query date: 2024-12-11 15:28:54. <https://jptam.org/index.php/jptam/article/download/4404/3669>

- Anjelina, W., Silvia, N., & Gitituati, N. (2021). The independent learning program is a new breakthrough in education policy. *Tambusai Education Journal*, Query date: 2024-12-11 15:28:54. <https://jptam.org/index.php/jptam/article/view/1202>
- AP, N. N. (2020). Improving the competence of elementary school teachers in developing digital teaching materials in Gowa Regency. *Journal of Educational Publications*, Query date: 2024-12-11 13:50:49.
- Aravik, H., Zamzam, F., & Marnisah, L. (2021). Punishment & reward, organizational climate, and competence on the productivity of scientific works of lecturers of the brotherhood of lecturers of the Republic of Indonesia (PDRI) South Sumatra. *Journal of Ecoment Global*, Query date: 2024-12-11 14:17:46. <https://ejournal.uigm.ac.id/index.php/EG/article/view/1321>
- Arqam, A. (2019). Professional Competence of Teachers: Basic Teaching Skills. *Peguruang Journal: Conference Series*, Query date: 2024-12-11 14:30:23. <http://repository.iainpare.ac.id/id/eprint/1136/>
- Arsana, I. (2019). The influence of teachers' teaching skills and learning facilities on students' learning motivation. *Social Horizon: Journal of Social Education*, Query date: 2024-12-11 14:30:23. <https://journal.ikipgripta.ac.id/index.php/sosial/article/view/1294>
- Aryani, D., Malabay, M., Ariessanti, H., & Putra, S. (2020). Training on the Utilization of Google Classroom to Support Online Learning Activities during the COVID 19 Pandemic at SMPIT Insan Rabbani. *Jurnal Abdidas*, Query date: 2024-12-11 15:42:22. <https://abdidas.org/index.php/abdidas/article/view/67>
- Atmaja, K., & Wijaya, I. (2019). Development of a lecturer performance evaluation system (e-questionnaire) of STMIK STIKOM Indonesia. *JST (Journal of Science and Technology)*, Query date: 2024-12-11 15:47:10. <https://www.academia.edu/download/89255783/11080.pdf>
- Atmojo, I., Matsuri, M., Chumdari, C., & ... (2023). Training on Integration of Learning Models in Project-based Learning Management System (LMS) to Improve Pedagogical Competence of Elementary School Teachers. *Journal of Service ...*, Query date: 2024-12-11 15:03:51. <https://e-journal.undikma.ac.id/index.php/jpu/article/view/7694>
- Avivi, Y., & Siagian, M. (2020). Indonesia's Interests in Bilateral Cooperation with Japan Case Study: Indonesia-Japan Economic Partnership Agreement (IJEPA). ... *POLISTAAT: Journal of Social Sciences and Science ...*, Query date: 2024-12-11 13:27:02. <https://journal.unpas.ac.id/index.php/paradigmapolistaat/article/view/2967>
- Azis, S. (2021). Level of Intelligence, Learning Behavior, and Competence of Lecturers in Improving Accounting Understanding (Educational Facilities as Moderation). *JAK (Journal of Accounting) Scientific Review of Accounting*, Query date: 2024-12-11 14:17:46. <https://e-jurnal.lppmunsera.org/index.php/Akuntansi/article/view/2540>
- Bantam, D., & Syah, M. (2024). PROGRAM EXCELLENT MENTORING TRAINING PADA MAHASISWA PENERIMA BEASISWA EXCELLENT COMMUNITY ANGAKTAN 2021. *Jurnal Pengabdian Kolaborasi Dan ...*, Query date: 2024-12-11 14:56:08. <https://journal.ppmi.web.id/index.php/JPKI2/article/view/274>
- Basuki, U., Haryono, S., & Kurnia, K. (2021). Covid-19: Regulatory Impacts and Challenges, Governance and Accountability of the Comparative Budget of Indonesia and Japan. *Justicia Science: Journal of Science...*, Query date: 2024-12-11 14:11:53. <http://jurnal.saburai.id/index.php/hkm/article/view/1428>

- Destiniar, D., Mulbasari, A., Fuadiah, N., & ... (2020). Training on the preparation of HOTS questions to develop teachers' pedagogic skills. *J-ABDIPAMAS (Journal ...)*, Query date: 2024-12-11 15:03:51. <https://www.academia.edu/download/75403594/pdf.pdf>
- Djelantik, S. (2020). Global Cooperation Tackles The "Great Lockdown"; Multi-channel diplomacy approach. *Scientific Journal of International Relations*, Query date: 2024-12-11 13:27:02. <https://journal.unpar.ac.id/index.php/JurnalIlmiahHubunganInternasional/article/view/3869>
- Fathurrahman, A., Sumardi, S., Yusuf, A., & ... (2019). Increasing learning effectiveness through increasing pedagogic competence and teamwork. *Journal of Management ...*, Query date: 2024-12-11 13:50:49. <https://journal.unpak.ac.id/index.php/JMP/article/view/1334>
- Harlina, H., & Yusuf, F. (2020). Challenges of learning English in a rural school. *Journal of Educational Research*, Query date: 2024-12-11 15:12:47. <https://ejournal.upi.edu/index.php/JER/article/view/28191>
- Henim, S., & Sari, R. (2020). Evaluation of User Experience of Student Academic Information Systems in Higher Education Using User Experience Questionnaire. *Journal of Applied Computers*, Query date: 2024-12-11 15:47:10. <https://jurnal.pcr.ac.id/index.php/jkt/article/view/3582>
- Herlina, A. (2021). The Role of the Directorate General of Immigration as a Community Development Facilitator in the IA-CEPA Cooperation Scheme. *NeoRespublica: Journal of Government Science*, Query date: 2024-12-11 13:27:02. <https://www.academia.edu/download/92116309/11460.pdf>
- Hidayah, S. (2020). The effect of service quality and lecturer competence on the satisfaction of economics students of IKIP PGRI Bojonegoro. *Edutama Education Journal*, Query date: 2024-12-11 14:17:46. <http://repository.ikipgribojonegoro.ac.id/945/>
- Mawardi, G., Iriani, T., & Daryati, D. (2019). Development of Multimedia-Based Learning Media in the Basic Teaching Skills Subject Learning Competency Course. *Pencil Journal: Civil Engineering Education*, Query date: 2024-12-11 14:30:23. <https://www.academia.edu/download/89263195/6802.pdf>
- Nasila, R., Abdullah, A., & Unusa, R. (2023). Analysis of the Effectiveness of Entrepreneurship Training at Bina Mandiri University Gorontalo. *Madani: Journal ...*, Query date: 2024-12-11 15:50:19. <https://jurnal.penerbitdaarulhuda.my.id/index.php/MAJIM/article/view/438>
- Nasution, I. (2020). Improving the quality of teaching through Cabri 3D software. *JOURNAL PRODIKMAS Results of Service to ...*, Query date: 2024-12-11 14:42:22. <https://jurnal.umsu.ac.id/index.php/prodikmas/article/download/6311/5136>
- Nekwek, L. (2022). Implementation of the policy on developing the competence of state civil servant resources in Yalimo district, Papua Province. *Adhikari Journal*, Query date: 2024-12-11 15:28:54. <https://jurnal-adhikari.id/index.php/adhikari/article/view/40>
- Nelly, N., Situmorang, R., & Iriani, T. (2022). Development of web-based media in the e-mentoring program of teacher pedagogic competence. *Basicedu Journal*, Query date: 2024-12-11 14:56:08. <https://jbasic.org/index.php/basicedu/article/view/3996>
- Nissa, I., Masjudin, M., & ... (2021). Training on Designing Online and Offline Learning Tools as a Support for Learning From Home. ... *Innovation: Journal ...*, Query date: 2024-12-11 15:42:22. <https://journal-center.litpam.com/index.php/linov/article/view/562>

- Prangga, S., Nohe, D., Fathurahman, M., & ... (2024). DATA VISUALIZATION TRAINING USING GGPlot2 FOR LECTURERS AND STUDENTS THROUGHOUT SAMARINDA CITY. JOURNAL..., Query date: 2024-12-11 14:25:34. <https://journal.universitasmulia.ac.id/index.php/jpm/article/view/748>
- Purnomo, B., & Sari, A. (2021). Mathematical literacy of social studies students in solving PISA questions in a scientific context. Mosharafa: Journal..., Query date: 2024-12-11 15:38:21. <https://journal.institutpendidikan.ac.id/index.php/mosharafa/article/view/668>
- Putri, E., Widyanta, M., & ... (2020). The effectiveness of self-regulation training on academic procrastination in students. Psychostudia: Journal ..., Query date: 2024-12-11 15:50:19. <https://e-journals.unmul.ac.id/index.php/PSIKO/article/view/2541>
- Putrianingsih, S., Muchasan, A., & Syarif, M. (2021). The role of learning planning on the quality of teaching. INNOVATIVE: Journal ..., Query date: 2024-12-11 14:42:22. <http://jurnal.iaih.ac.id/index.php/inovatif/article/view/211>
- Rahardi, R. (2020). Triadism in the Pragmatic Context of Impolite Speech: A Specific Cultural Perspective. Ranah: Journal of Language Studies, Query date: 2024-12-11 15:38:21. http://ojs.badanbahasa.kemdikbud.go.id/jurnal/index.php/jurnal_ranah/article/view/2340
- Robbani, A., Nurdianto, T., Annafiri, A., & ... (2023). Tren penelitian dan tantangan penerapan Common European Framework of Reference for Languages (CEFR) di Indonesia. Diglosia: Jurnal ..., Query date: 2024-12-11 15:12:47. <https://alfianunmul.com/diglosiacadangan/index.php/diglosia/article/view/736>
- Santoso, G., Karim, A., & Maftuh, B. (2023). National Resilience Study through Geopolitics and Geostrategy of Indonesia in the 21st Century. Journal of Transformative Education, Query date: 2024-12-11 13:27:02. <https://jupetra.org/index.php/jpt/article/view/145>
- Setiawan, I., Liong, H., & Sani, A. (2020). The Influence of Training, Competence and Work Discipline on Lecturer Performance at Stia Al-Gazali Barru Barru Barru Regency. Mirai Management Journal, Query date: 2024-12-11 14:17:46. <https://journal.stieamkop.ac.id/index.php/mirai/article/download/716/423>
- Sitohang, N., Aritonang, L., & Listiyarini, S. (2023). Teachers' Perception of School Transformation Leadership and Teachers' Collective Efficacy as a Predictor of Teaching Quality in Batam City. DIMENSI JOURNAL, Query date: 2024-12-11 14:42:22. <https://www.journal.unrika.ac.id/index.php/jurnaldms/article/view/5630>
- Sitorus, R., & Tambun, S. (2023). Qualitative research training in the field of accounting with NVivo software in the master's accounting study program at Ganesha Education University. Scholar's Room: Journal ..., Query date: 2024-12-11 14:35:31. <https://jurnal.arkainstitute.co.id/index.php/ruang-cendekia/article/view/572>
- Suhada, D., Delviga, D., Agustina, L., Siregar, R., & ... (2022). Analysis of Limited Internet Network Access Related to Online Learning during the Covid-19 Pandemic (Case Study of Talun Kondot Village, Panombeian Panei District, Journal of Education ..., Query date: 2024-12-11 13:44:55. <https://jptam.org/index.php/jptam/article/view/2861>
- Susanti, E. (2022). Efforts to Develop Teacher Competence in Online Learning during the Covid 19 Pandemic through Online Learning Training in Elementary School Tambusai Education Journal, Query date: 2024-12-11 15:42:22.
- Sutartib, M., & Purwana, A. (2021). Administrative challenges in the imposition of carbon tax in Indonesia. Journal of Budget and Finance of the State of Indonesia ..., Query date: 2024-12-11 14:11:53.

- Syamsuri, M., Fadiawati, N., Riyanda, A., & ... (2022). Training on the use of gadget-based chemical software as a learning medium. *PkM Journal ...*, Query date: 2024-12-11 14:35:31. <https://www.academia.edu/download/92465191/4834.pdf>
- Tujni, B., & Syakti, F. (2019). Implementation of Usability Scale System in Evaluation of User Perspective on Mobile-Based Academic Information Systems. *ILKOM Scientific Journal*, Query date: 2024-12-11 15:47:10. <http://103.133.36.110/index.php/ILKOM/article/view/479>
- Utiahman, T. (2020). Improving teachers' pedagogic competence through tiered training. *Script: Journal of Nonformal Education*, Query date: 2024-12-11 15:03:51. <https://ejurnal.pps.ung.ac.id/index.php/Aksara/article/view/227>
- Yasin, I. (2022). Professional Teachers, Quality of Education and Learning Challenges. ... *Journal (Journal of Research and PKM in the field of ...*, Query date: 2024-12-11 15:12:47. <http://journal.ainarapress.org/index.php/ainj/article/view/118>
- Yufita, Y., Sihotang, H., & ... (2021). Improving Pedagogic Competence through Information Communication Technology Training and Principal Assistance during the Covid-19 Pandemic in *Educational: Journal of Science ...*, Query date: 2024-12-11 15:03:51. <http://repository.uki.ac.id/id/eprint/5255>